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ABSTRACT

During 1983-84, the Minnesota Migrant Education Program provided an array of individualized instructional and support services to 2,867 students aged 0-21 years. Major program emphases were designated as interstate coordination, expansion of secondary programs, and parental involvement. The program provided an intensive, short-term, full day, comprehensive academic program during the summer agricultural season, and an individualized, supplemental tutorial program during the regular school year. Summer projects included a preschool component for ages 0-5 and an elementary component for ages 5-21. Four projects offered a junior high curriculum for the older students who attended the day program. Nine projects included a secondary evening component for ages 12-21. Summer projects emphasized oral language development and individualized instruction in reading and mathematics. Secondary evening programs allowed students to earn credit or accumulate hours toward partial credit for coursework completed during the summer in order to fulfill high school graduation requirements. Focusing on the activities and achievements of the summer and regular school year projects, this report lists the national and state goals for migrant education and presents information on identification and recruitment of eligible migrant families; staff development and project personnel; student academic achievement; parental involvement; interagency, interstate, and intrastate cooperation; information dissemination activities; and special projects. (NQA)

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MINNESOTA MIGRANT EDUCATION PROGRAM

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MINNESOTA MIGRANT EDUCATION PROGRAM

1984 EVALUATION REPORT
Chapter I ECIA Migrant Education

State of Minnesota
Department of Education

Dr. Ruth E. Randall
Commissioner

This report describes the educational program implemented for eligible migrant children in Minnesota during fiscal year 1984 under Chapter I Migrant Education, as amended by the Education Consolidation and Improvement Act, Public Law 97-35. The information presented is a summary of evaluation reports submitted by each of the local projects which operated during this period, as well as information gathered during on-site observations by Minnesota Department of Education (MDE) staff.

This Minnesota Annual Evaluation Report is submitted in compliance with the United States Department of Education guidelines.

Daniel B. Loritz
Assistant Commissioner
Division of Governmental Relations
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ACKNOWLEDGEMENT

Many individuals and organizations have contributed time and effort to promote educational opportunities for children of migrant workers. The staff of the Migrant Education Section of the Minnesota State Department of Education would like to take this opportunity to acknowledge each individual contribution and to express special appreciation to:

- Staff of the local education agencies and volunteers from the communities which hosted Migrant Education projects.
- Members of the State and Local Parent Advisory Committees
- Migrant students and their parents
- Staff of support service agencies and cooperating organizations

A special note of appreciation must be made to the staffs of the Department of Education's Word Processing Center and the Minnesota Migrant Education Resource Center for their assistance in the preparation of this report.

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A. OVERVIEW

Every year migrant farm workers and their families begin to trickle into Minnesota seeking seasonal work as the last traces of snow disappear from the asparagus fields. As the sugar beets are planted in the fertile Red River Valley, the trickle becomes a flood as thousands more workers arrive to weed and thin the beet crops. Migrant labor is needed for harvesting fresh vegetables for markets as far away as Chicago and Denver. From late summer to mid October some families stay to work in the canning and food processing plants.

Figure 1 shows the areas of the state where migratory workers are involved in agricultural activities. The shaded areas represent sugar beet acreage and processing, food processing, asparagus fields and vegetable harvesting.

Children of these workers have not always completed the school year in their home states; many will not return to their home base school in time to start the fall semester. Almost all of the children will attend classes in two or more different districts each school year. In most cases, children need supplementary instruction to help them acquire the skills necessary to progress in the educational system. They need experiences to enhance their self-confidence, broaden their expectations and stimulate their desire to learn. Secondary students may need to accumulate additional credits or hours toward completion of classes to graduate on schedule.

The Minnesota Migrant Education Program is designed to provide a comprehensive array of individualized instructional and support services to all eligible migrant students. In each area of the state where there is a significant number of children to be served, an educational project is established to serve the special needs of migrant students. The program has two distinct aspects: an intensive, short-term, full day, comprehensive academic program to serve migrant children during the summer agricultural season; and an individualized, supplemental tutorial program to assist eligible children who attend during the regular school year. This report will focus on activities and achievements in these two aspects of the Migrant Education Program in Minnesota during 1983-84.

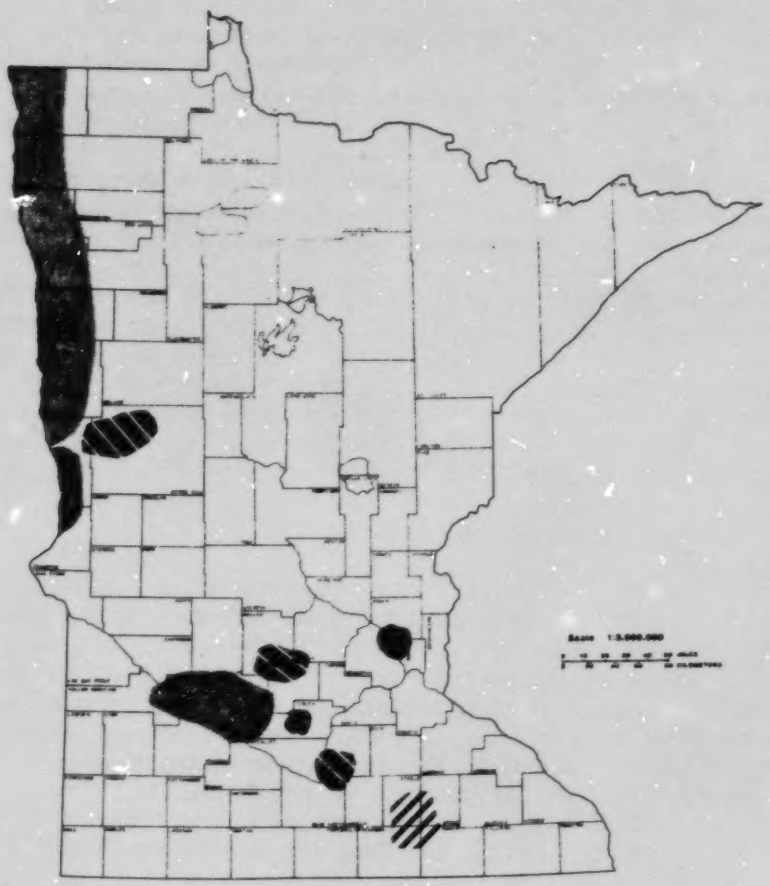
The major emphases of the Minnesota Migrant Education Program in 1983-84 were designated as:

- **Interstate Coordination**
- **Expansion of Secondary Programs**
- **Parental Involvement**

These areas are discussed in detail in the body of this report.

Figure 1

Map



Location of Migrant Agricultural Activities

- Sugar Beet Acreage and Processing
- Asparagus Fields
- Food Processing
- Vegetable Harvesting

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B. NATIONAL GOALS

The Minnesota Migrant Education Program is designed to meet the educational, nutritional and health needs of the children of migrant agricultural workers in accordance with national goals established by the U.S. Department of Education.

These goals are:

- To provide the opportunity for each migrant child to improve communication skills necessary for varying situations.
- To provide specially designed programs in the academic disciplines (language arts, reading, math, social studies) that will increase the migrant child's capabilities to function at a level concomitant with his potential.
- To provide programs that will improve the academic skills, prevocational orientation, and vocational skill training for older migrant children.
- To provide the migrant child with preschool and kindergarten experiences geared to his/her psychological and physiological development that will prepare him to function successfully.
- To provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.
- To implement programs, utilizing every available federal, state and local resource through coordinating funding, in order to improve mutual understanding and appreciation of cultural differences among children.
- To develop in each program a component of interstate communications for exchange of student records, methods, concepts, and materials to assure that sequence and continuity will be an inherent part of the migrant child's total education program.
- To develop communications involving the school, the community and its agencies, and the target group to insure coordination of all available resources for the benefit of migrant children.
- To provide for the migrant child's physical and mental well-being by including dental, medical, nutritional, and psychological services.
- To provide a program of home-school coordination which establishes relationships between the project staff and the clientele served, in order to improve the effectiveness of migrant programs and the process of parental reinforcement of student effort.
- To increase staff self-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting inservice and preservice workshops.

C. STATE GOALS

In order to respond with maximum effectiveness to the specific needs of migrant children during their temporary residence in Minnesota, state program goals have been identified and pursued.

- To provide migrant children with maximum opportunity to develop competencies in the basic skill areas of reading, mathematics, and oral communication by offering individualized instructional programs with low teacher/pupil ratios.

- To provide academic and vocational education opportunities to secondary-aged migrant students through participation in the Interstate Credit Exchange Program, so that students may receive credit toward graduation for the academic work they accomplished during the summer.

- To foster a positive attitude toward learning, and enhance the child's self-concept by providing a success-oriented learning environment which utilizes the language and cultural values of the migrant child.

- To provide comprehensive services in the areas of health, safety, and nutrition, including classroom instruction in personal hygiene, child abuse and safety emergency preparedness, and good nutrition, as well as dental and medical care and daily meals.

- To encourage active parental involvement in the migrant education program through the formation of parent advisory councils.

- To provide opportunities for staff development in the areas of cultural understanding and Spanish language proficiency, as well as instructional techniques and curricular alternatives.

- To provide a program of coordination and cooperation for communication between project staff and community agencies to effectively exchange methods, student records, concepts and materials to assure sequence and continuity to the benefit of the migrant child's total educational program.

II. IDENTIFICATION AND RECRUITMENT

The first and most important step in providing services for migrant students is the identification and recruitment of eligible migrant families. Each of the fourteen summer projects employed at least one outreach worker whose primary responsibility was to locate all migrant families in the area and enroll eligible children in the program. To facilitate recruitment, the majority of the outreach workers were bilingual Spanish speakers. Intensive training in identification and recruitment techniques and data collection procedures were provided for new and veteran outreach workers. Recruitment activities were coordinated with other agencies that serve the migrant population such as Tri-Valley Opportunity Council and the Migrant Health Services, Incorporated. Data collected through outreach efforts are indispensible to effective planning and evaluation activities.

Table 1 shows that in 1983-84 there were 4,238 students identified; of these, the summer program identified 3,652 and served 2,559 or 70 percent and the regular school year tutorial program identified 586 students (0-21) of which 308 students or 53 percent were served.

A breakdown of the summer data by age categories shows that the greatest number of students served were age 0-11, 92 percent of 0-4 year olds, 95 percent of 5 year olds and 91 percent of the 6-11 year olds were served. The summer program served 55 percent of those age 12-17 who were identified. Few secondary-aged students attend the summer day program on a regular basis because of work commitments. Special recruitment efforts were made during the summer of 1984 to identify junior high and secondary students and to encourage them to attend an alternative secondary program. While many secondary-aged students 12-21 were served, a considerable number of students 18-21 did not participate in the summer projects because they chose to work.

The total number of students identified age 0-21 during the summer increased by five percent from last year and the number of students served increased by five percent this year.

Table 1

Summary of Migrant Students Identified and Served in 1983-84 by Age Group

	Age 0-4		Age 5		Age 6-11		Age 12-17		Age 18-21		Total	
	Ident.	Served	Ident.	Served	Ident.	Served	Ident.	Served	Ident.	Served	Ident.	Served
Summer Projects	823	755	149	142	995	906	1,148	648	537	108	3,652	2,559
Regular School Year Tutorial Projects	80	0	24	22	200	168	207	111	75	7	586	308
TOTAL	903	755	173	164	1,195	1,074	1,355	759	612	115	4,238	2,867

Twelve school districts implemented tutorial projects to assist eligible migrant students who required special tutoring to succeed in the regular district curriculum. Tutorial projects conducted during the school year served 301 students or 70 percent of the school age 5-17 year olds. A break out by age categories shows that the tutorial projects served 92 percent of the five year olds, 84 percent of the 6-11 year olds, and 54 percent of the 12-17 year olds. Because of graduation age and school compulsory attendance laws, very few students age 18-21 attend during the regular school year. Tutorial projects do not include a pre-school component.

In an effort to strengthen and expand the tutorial component of the program, the state agency initiated Project Find in cooperation with the Tri-Valley Opportunity Council. Project Find is an outreach effort to determine the number and location of current migrant children who will remain in Minnesota for the start of the regular school year. School superintendents were then notified of migrant families in the district and technical assistance was available to help develop and implement a tutorial program. Project Find identified 204 eligible migrants age 0-21 in 69 families throughout the state.

Figure 2 provides data on the home base state and the number of families and students that migrated to Minnesota in 1983-84. Migrants came from 18 states including Minnesota and the country of Mexico. Figure 2 shows a total of one thousand two hundred seventy-seven (1,277) families and four thousand two hundred thirty-eight (4,238) students. **Eighty-eight percent (3,740) of all the children identified came from Texas.**

Figure 2 **Home Base State of Migrant Students**

Summer Projects

State	Number of Families	Number of Students
Arizona	2	6
California	6	17
Florida	19	59
Illinois	3	11
Indiana	1	2
Mexico	1	1
Minnesota	21	87
Montana	1	4
North Dakota	6	11
Nebraska	2	4
Oklahoma	5	18
Ohio	1	2
Oregon	1	3
Texas	1,014	3,354
Washington	23	54
Wisconsin	7	19
Sub-Total Summer Projects	1,113	3,652
Regular Year Tutorial Projects		
Iowa	1	3
Kansas	1	4
Michigan	1	4
Minnesota	50	173
Mexico	1	10
Oklahoma	1	4
Texas	108	386
Wisconsin	1	2
Sub-Total Regular Year	164	586
TOTAL	1,277	4,238

Table 2 lists the project sites, beginning and ending dates, and the duration of each project for both summer and regular school year projects. One of the summer projects, Owatonna, operated for 45 days; one project, Moorhead, operated for 35 days, and the remaining twelve projects operated for 30 days. Although some school year tutorial projects operated the entire regular school year (176 days), others lasted from 19 to 84 days to accommodate the migrant families still in the school district area.

Table 2

Beginning and Ending Dates of Projects

1984 Summer Projects

District No.		Dates of Operation	Duration (Days)
437	Argyle	June 4 - July 13	30
146	Barnesville	June 11 - July 20	30
646	Bird Island	June 11 - July 20	30
846	Breckenridge	June 4 - July 13	30
852	Campbell-Tintah	June 11 - July 20	30
593	Crookston	June 11 - July 20	30
	Grand Forks, N.D.	June 11 - July 20	30
524	Halstad	June 7 - July 18	30
354	Kennedy	June 6 - July 17	30
129	Montevideo-Ramsey	June 11 - July 20	30
129	Montevideo-Sanford	June 11 - July 20	30
152	Moorhead	June 6 - July 22	35
761	Owatonna	May 14 - July 13	45
654	Renville	June 11 - July 20	30

1983-84 Regular School Year Tutorial Projects

District No.		Dates of Operation	Duration (Days)
731	Arlington-Green Isle	Aug. 29 - Sept. 23	19
756	Blooming Prairie	Sept. 1 - May 25	176
737	Brooten	April 24 - May 24	23

1983-84 Regular School Year Tutorial Projects (Cont.)

District No.		Dates of Operation	Duration (Days)
201	Claremont	Aug. 23 - Oct. 17	54
202	Dodge Center	Aug. 29 - April 19	176
694	Granite Falls	Oct. 24 - May 8	170
837	Madelia	Aug. 25 - May 30	176
127	Maynard	Jan. 16 - May 23	84
442	Oslo Fall 83	Aug. 30 - Nov. 11	54
442	Oslo Spring 84	April 12 - May 24	32
761	Owatonna	Aug. 29 - Oct. 14	36
625	St. Paul	Aug. 22 - June 15	176
347	Willmar	Aug. 31 - May 31	171

Table 3 provides a detailed distribution of the children shown in the summary table cited earlier in this report. Four project sites, Moorhead, Halstad, Owatonna, and Bird Island had the largest number of students identified. The children from these four sites represent 46 percent (1,668) of all the students identified for the summer program. Several projects showed an unusually high percentage of secondary students served. These projects served students in alternative evening programs who were initially identified at different sites.

The St. Paul Migrant Tutorial Project, which is the largest Tutorial Project in Minnesota, served 138 students or 45 percent of the total number of students served in the regular school year program.

Table 3

Number of Migrant Students Identified and Served By Project Sites and Age Group

Summer Projects

Project Sites	Age 0-4		Age 5		Age 6-11		Age 12-17		Age 18-21		Total	
	Ident.	Served	Ident.	Served	Ident.	Served	Ident.	Served	Ident.	Served	Ident.	Served
Argyle	28	28	4	4	41	41	38	17	16	-	127	90
Barnesville	20	19	9	8	43	36	36	9	14	-	122	72
Bird Island	87	57	15	14	111	105	144	84	71	16	408	279
Breckenridge	55	53	11	11	63	57	89	45	51	9	269	175
Campbell-Tintah	44	42	4	4	33	32	54	30	37	10	172	118
Crookston	63	63	10	10	54	52	50	15	14	-	191	140
Grand Forks	62	62	11	11	67	65	77	48	34	1	251	185
Halstad	119	112	17	17	142	133	90	43	23	3	391	308
Kennedy	18	17	9	9	38	36	53	42	23	11	139	115
Montevideo-Ramsey	51	45	8	8	51	48	94	19	36	-	210	120
Montevideo-Sanford	54	51	9	9	69	56	93	62	57	2	282	180
Moorhead	123	106	22	19	150	130	154	82	54	6	505	343
Owatonna	69	54	13	12	72	56	134	101	76	36	364	259
Renville	50	46	7	6	63	59	70	35	31	7	221	153
TOTAL (Summer)	823	755	142	142	895	806	1,148	630	537	101	3,652	2,534

Regular School Year Tutorial Projects

Project Sites	Age 0-4		Age 5		Age 6-11		Age 12-17		Age 18-21		Total	
	Ident.	Served	Ident.	Served	Ident.	Served	Ident.	Served	Ident.	Served	Ident.	Served
Arlington-Green Isle	3	-	1	1	14	14	8	5	4	-	30	20
Blooming Prairie	15	-	1	1	27	21	49	20	18	-	110	42
Brooten	4	-	1	1	11	7	17	3	6	-	39	11
Claremont	7	-	2	2	27	20	35	12	18	-	89	34
Dodge Center	6	-	2	2	10	7	1	-	-	-	19	9
Granite Falls	2	-	1	1	6	6	7	6	-	-	16	13
Madelia	-	-	1	1	3	3	-	-	-	-	4	4
Maynard	-	-	1	-	4	3	4	2	2	-	11	5
Oslo-Fall	15	-	2	1	16	6	20	3	13	1	66	11
Oslo-Spring	5	-	1	1	5	4	8	5	4	1	21	11
Owatonna	1	-	-	-	2	2	-	-	1	-	4	2
St. Paul	17	-	9	9	71	71	57	53	9	5	163	138
Willmar	5	-	2	2	4	4	3	2	-	-	14	8
TOTAL (Regular)	80	-	24	22	200	168	207	111	75	7	586	308

III. STAFF DEVELOPMENT AND PROJECT PERSONNEL

Staff development for project personnel continues to be emphasized as a means to maintaining the high quality of program activities. More than 100 hours of in-service training was provided by SEA staff in all areas of project planning, implementation, and evaluation. Training was provided through administrative conferences, instructional in-service workshops, site visits, and support staff training sessions for both summer and regular school year tutorial projects.

SEA Activities

The major effort of the staff development activities was the Annual Spring in-service workshops held statewide for all project staff - administrative, instructional and support - before the start of the summer projects. These workshops focused on the following objectives:

- **Increase competence of the staff in the teaching of oral language ;**
- **Increase the use of materials and resources available through the resource center;**
- **Increase parental input into all phases of program activity;**
- **Increase competence of the staff in the transmittal of secondary credit exchange information;**
- **Increase the identification and recruitment efforts of all eligible students; and**
- **Train staff in effective use of the Migrant Student Record Transfer System information.**

The Annual Spring workshop was held at Cragun's Conference Center, Brainerd, Minnesota, on April 26, 27 and 28, 1984. Workshop participants included 14 project coordinators, 53 elementary teachers, 32 support personnel which included MSRTS clerks, outreach workers and nurses, and 27 secondary teachers for a total of 126 LEA participants. To further strengthen all program components, the Chapter I Migrant and Tri-Valley Preschool Programs workshops were held at the same time and location with some common sessions designed for both groups.

Workshops consultants were individually contracted or sponsored by their employers to make presentations at the statewide workshop. Invited consultants were from MSRTS in Little Rock, Arkansas, Texas Education Agency, the Texas Migrant Program, New York's 143 CHOICE Project, Beltrami County Social Services, Tri-Valley Opportunity Council, Bemidji State University, and the Minnesota Migrant Education Resource Center. The coordination and cooperation of all agency and program representatives made this a very productive workshop. See Appendix A for agenda.

Table 4 shows the month-by-month staff development activities of the Migrant Education Program in the local projects.

Table 4

1983-84
Staff Development Activities

Date	Location	Participants	Objectives
August 18	St. Paul	All Migrant Tutorial Projects Staff	To familiarize staff with the necessary forms and procedures for the Tutorial Program.
November 16, 17 & 18	Brainerd	All Project Coordinators, Superintendents, and School Board Members	To give LEA decision-makers and administrators an opportunity to become aware of new administrative procedures that will impact regular and summer migrant projects. To provide information necessary for the completion of the project application form. To receive input from LEAs staff relevant to the needs of their individual projects.
January 11	St. Paul	St. Paul Schools MSRTS Clerk	To assist in setting up a filing system to meet federal regulations regarding access to student information.
January 13	St. Paul	Maynard	To familiarize staff with the necessary forms and procedures for the Tutorial Program.
March 2 & 3	St. Paul	Summer Project Elementary and Secondary Teachers	To familiarize with the resources available through the resource center.
April 26, 27 & 28	Brainerd	All Elementary and Secondary Project Staffs	To participate in specialized sessions according to position occupied in project. To provide an opportunity to exchange ideas and experiences with other LEA project staff at the annual project session.
May 11	St. Paul	St. Paul Schools Migrant Tutorial staff	To instruct staff in coding of medical and academic information upon student withdrawal.

Date	Location	Participants	Objectives
June-July	State-wide Site Visits	All Projects	To provide on-site technical assistance as needed. To assure that proper evaluation procedures will be implemented.
July 22 & 23	Brainerd	Representatives from all Summer Projects	To evaluate the effectiveness of all phases of the summer program.

LEA Activities

In addition to participating in SEA sponsored workshops, project personnel are required to attend a minimum of sixteen hours of local pre-service training. Most projects exceeded the requirement which resulted in an average of 21 hours of local in-service per project. This training generally included:

- o discussion of project objectives
- o review of job descriptions
- o information on school policies and procedures
- o student placement and program evaluation data
- o information on record keeping and classroom management
- o demonstration of curriculum materials and teaching techniques
- o discussion of cultural differences and their relevance to the school setting

Regularly scheduled staff meetings are also scheduled throughout the duration of the project for the purpose of information and material sharing.

Site visits made by SEA staff to all projects during operation provide further opportunity for follow-up and clarification on initial workshop content.

Project Personnel

A dedicated and well-trained staff is at the heart of every successful program. The Minnesota Migrant Program is fortunate in having a high percentage of staff members who chose to return to the summer projects every year. Consequently, some long-term friendships between staff and family members have flourished over the years.

Figure 3 lists the superintendents, project coordinators, and contact persons for the 1983-84 Migrant Education projects; few personnel changes occurred from the previous year.

Figure 3

Superintendents, Project Coordinators and Contact Persons

Victor D. Sletten, Supt.*
Warren Keller, Coord.
Argyle, MN

Virgil Green, Supt.*
Sharon Severson, Coord.
Bird Island, MN

George Maca, Supt.**
Zelora Lentz, Prin.
Arlington/Green Isle, MN

Maurice McFarlin, Supt.**
Phyllis Dandelet, Coord.
Blooming Prairie, MN

Edward Thompson, Supt.*
Glen Filipi, Coord.
Barnesville, MN

Robert J. Meindl, Supt.*
Neil Ross, Coord.
Breckenridge, MN

Terry Frazee, Supt.**
Robert Bogart, Coorc.
Brooten, MN

Richard H. Link, Supt. *
Delmer Voss, Coord.
Campbell-Tintah, MN

Ronald J. Schuster, Supt.**
Claremont, MN

William Brinkman, Adm. Asst.*
Norman Arneson, Coord.
Crookston, MN

Marvin F. Tenhoff, Supt.**
Carol Johnson, Coord.
Dodge Center, MN

William Brummer, Ex. Dir.*
Tri-Valley Opportunity Council, Inc.
Quinn Brunson, Director
Dennis DeMers, Coord.
Grand Forks, ND

Chester J. Flack, Supt.**
Granite Falls, MN

Jerald Nesland, Supt.*
Chet Thompson, Coord.
Halstad, MN

James Poissant, Supt.*
Louis Deere, Coord.
Kennedy, MN

Deane Antoine, Supt.**
Elizabeth Norgaard, Coord.
Madelia, MN

Donald Erdahl, Supt.**
Joan Wilcox, Coord.
Maynard, MN

Ralph B. Norland, Supt.*
Ron Cin, Coordinator
Ramsey and Sanford Projects
Montevideo, MN

Bennett Trochill, Supt.*
Norman Felde, Coord.
Moorhead, MN

Vern Pfeifer, Supt.**
Derrill J. Liffrig, Coord.
Oslo, MN

David R. Landswerk, Supt.***
Paul Molstre, Coord.
Owatonna, MN

Ivan P. Eckstrom, Supt.*
Rodney Nakagaki, Coord.
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*Summer Project
**Regular School Tutorial Projects
***Summer and Tutorial Projects

Table 5 shows the number of summer project personnel by position, bilingual status, and number of years, in the Migrant Education Program. **Two hundred twenty-two people or 55% of the staff have worked in the project for four or more years.**

Table 5

Number of Summer Project Personnel by Position, Bilingual Status, and Number of Years in Migrant Education Program

Day Program

Position	Number	FTE	Number Bilingual	Years in Program 1	2	3	More Than 3 Years
Coordinator	13	11.8	0	0	0	1	13
Instructional Staff:							
Resource Teacher	14	12.5	0	1	0	0	13
Classroom Teacher	66	65.5	13	10	9	11	36
Enrichment Teacher	38	29.3	9	7	4	5	26
Educational Assistant	18	12.0	6	7	3	1	7
Program Aide	43	38.4	32	17	6	3	17
Total Instructional	179	157.7	60	42	22	20	95
Support Staff:							
Outreach Worker	14	13.0	12	5	0	0	9
Nurse	13	12.5	0	2	2	1	7
Clerical	17	11.8	0	2	4	1	10
MSRTS Clerk	13	12.5	3	0	1	1	12
Food Service	25	22.8	1	2	3	0	17
Custodian	28	21.1	1	5	8	1	12
Bus Driver	38	21.4	1	7	3	5	22
Other (a.m. recruiters)	4	1.0	4	4	0	0	0
Total Support	150	116.1	22	27	21	9	89
Total Day	342	285.6	82	69	43	30	197

Evening Program

Position	Number	Average Hours Per Day	Number Bilingual	Years in Program 1	2	3	More Than 3 Years
Coordinator	4	5	1	0	0	1	3
Secondary Resource Teacher	5	9	0	0	0	0	5
Classroom Teacher	29	6	5	10	7	3	9
(Aid) Educational Assistant	6	5	4	2	0	2	2
Outreach Worker	6	12	3	1	0	1	2
Bus Driver	11	5	0	2	1	6	2
Nurse	3	.5	0	0	1	0	2
Total Evening	62	42.5	13	15	9	13	25
Grand Total	404	328.1	95	84	52	43	222

The Minnesota Migrant Education Program is designed to provide districts with maximum flexibility in program design and delivery system. Two different project models are currently in operation. The Summer School projects offer full day, pre-school and elementary programs with specified curricula in reading, mathematics, and oral language; specific subject area courses are offered to junior high age students who attend during the day and secondary students through an alternative evening program. Regular school year Tutorial Projects provide one-to-one or small group tutoring in oral language and basic skills; secondary students may also receive tutoring in content area classes.

A. Summer School Projects

All summer school projects included both 1) a preschool component for age 0-5, administered by the Tri-Valley Opportunity Council and funded through cooperative arrangements with the State Department of Public Welfare, Chapter I Migrant, and Headstart; and 2) a Chapter I elementary component, which serves age 5-17. Four projects offered a junior high curriculum for the older students who attended the day program. Nine projects included a secondary evening component, which serves age 12-21.

Although brief in duration (six to ten weeks), the summer projects provide a complete instructional program with a strong emphasis on oral language development, as well as individualized instruction in reading and mathematics. Projects also provide experiences to enhance students' bilingual/bicultural background, broaden their horizons and improve their self-image. Science, social studies and career awareness activities were included in most projects. Also included were enrichment activities for the development of motor skills and artistic interests.

Three areas of the curriculum have been selected as having prime importance in meeting the academic needs of migrant students in Minnesota:

- **Oral Language Development**
- **Reading**
- **Mathematics**

Tables 6-8 show the extent of academic achievement of migrant students at each grade level, in oral language, reading, and mathematics. **Only gains of students who attended 23 days of school or more are included in these tables.** Because of the short duration of the summer projects and the lack of standardized evaluation instruments to measure such gains, heavy reliance was placed on teacher judgement and subjective evaluation procedures in arriving at the data presented in these tables.

1. Oral Language Development

Almost all of the migrant students who come to Minnesota are of Mexican-American parentage and are predominantly Spanish-speaking. Therefore, all components and activities of the curriculum emphasized oral communication and oral language skill development in English.

Table 6 shows the distribution of the pre- and post-scores in oral language development as measured by the Individualized Developmental English Activities (IDEA) Oral Language Program. The IDEA oral language program is divided into six skill areas: vocabulary, following directions, descriptive words, grammatical structure, articulation and verbal expression. Each skill area has eight sequential levels of difficulty. A pre-test was administered to determine each student's level of proficiency for appropriate placement and instruction. Objectives were identified and activities were carried out by teachers on an individualized basis or small group instruction. A comparison of the pre- and post-placement data indicates that progress was made in all levels, with the greatest gains made in the first three levels. Fewer gains were made in subsequent levels due to an increase in the difficulty of the skills to be mastered.

Three hundred seventy-five students, or 55 percent, accomplished a minimum of three or more oral language objectives.

Table 6

Distribution of Gains Made by 1984 Summer Project Students as Shown by the Individualized Developmental English Activities (IDEA) Oral Language Program

Level of Difficulty	Number of Students Pre-Tested	Number of Students Post-Tested
I	102	66
II	112	94
III	128	133
IV	154	148
V	63	66
VI	42	78
VII	50	46
VIII	29	49
Total Number of Students Tested	680	680

Number of Students Who Accomplished:

Five Objectives	Four Objectives	Three Objectives	Two Objectives	One Objective
146	78	151	153	152

2. Reading

Test administered to migrant children show that the majority of the children were below grade level in reading skills. All summer projects used the Sullivan Reading Program, which is a highly individualized and linguistically oriented program, which allows each child to progress at his/her own rate. The children were placed in the program according to results of placement tests, teacher judgement and performance on periodic progress tests.

Table 7 shows pupil gains in reading as measured by teacher judgement, and achievement tests accompanying the reading program. The completion of one book in the reading program equaled one month's growth in reading ability. **The data shows that 257, or 38 percent, of the students enrolled gained three or more months in reading. Overall, 655 or 96 percent of the students gained at least one month or more of reading instruction.**

Table 7

Estimated Gains in Reading Made by 1984 Summer Project Students

	Gains in Months			
	3 or more	2	1	Less than a month
Grade Level	N	N	N	N
K	7	11	35	2
1	27	43	45	5
2	45	26	36	2
3	53	13	33	1
4	53	24	31	2
5	39	11	16	3
6	24	10	18	3
7	8	3	21	0
8	1	2	11	2
9	0	0	6	3
10	0	0	3	2
11	0	0	0	2
12	0	0	0	0
N = 682	257	143	255	27

3. Mathematics

Although assessment data showed that the migrant children enrolled in the projects perform at a higher level in mathematics compared with reading instruction, mathematics is still a major focus of the Migrant Education academic effort. Children were placed into the Individualized Computational Program Skills (ICSP) according to results of placement tests. Objectives were determined and recorded, and achievement was measured through correlating progress tests. The ICSP is an ungraded individualized computational program which consists of 135 skills sequenced by strands.

All the skill pages within one strand are developmental, ranging from easiest to most difficult. A student can move "back-and-forth" and "in-and-out" of any strand or stay with a skill sequence, as per teacher direction. Students progress at their own speed through ICSP regardless of skill or grade level. Individualized instruction was supplemented by computer games, manipulative materials, and practical real-life experiences.

In **Table 8**, mathematics achievement is measured by individual skill strand tests accompanying the ICSP materials and teacher judgement. **Table 8 shows the progress of students in terms of months gained after mathematics instruction. Six hundred sixty, or 94 percent, of the students gained from one to three months in mathematics.**

Table 8

Estimated Gains in Mathematics Made by 1984 Summer Project Students

	Gains in Months			
	3 or more	2	1	Less than a month
Grade Level	N	N	N	N
K	12	16	29	2
1	22	42	44	11
2	26	37	53	3
3	30	33	44	3
4	36	24	43	1
5	28	23	20	5
6	14	12	19	3
7	6	3	22	1
8	2	1	10	3
9	0	0	6	3
10	0	0	3	2
11	0	0	0	2
12	0	0	0	0
N = 699	176	191	293	39

4. Other Instructional and Enrichment Activities

All migrant education projects made an attempt to integrate the migrant child's cultural background into the curriculum while stimulating his/her awareness of and curiosity about the world around him/her.

Mexican-American cultural activities were conducted at some sites in order to enhance the child's appreciation of his own language and culture and to strengthen the migrant student's self-image. Bilingual/bicultural teachers were hired, whenever possible, to provide instruction and to serve as role models at the local projects.

Music and art activities were offered at each site; specialized teachers were employed when the size of the enrollment made it feasible.

Physical education activities were a key component of every summer project. Almost every project had access to school or community swimming pools. Swimming instruction is a favorite summer program activity.

Field trips were an important enrichment activity in every project, since they were used to broaden knowledge, provide career awareness, improve vocabulary, and strengthen verbalization skills. Children visited the work places and had personal contact with various people in many occupations.

A sample of enrichment activities that were reported by summer projects can be found in Appendix B. Some of the activities were implemented schoolwide or in individual classrooms and were conducted in school facilities or in the local communities.

Reading Is Fundamental (RIF)

All migrant children age 5-21 attending the migrant summer projects participated in the Reading Is Fundamental (RIF) Program. The paperback books in RIF are selected and ordered by the teachers and distributed to all children during the operation of the projects. RIF distribution days were one of the highlights of the summer project since teachers developed creative and innovative ways in which to motivate students in the philosophy that reading is fundamental.

A total of 3,181 books were distributed to summer project students.

5. **Secondary Evening Summer Projects**

Continuing emphasis on program development for secondary aged students has resulted in significant expansion of educational offerings and curricular material. **Table 9 shows the courses offered and that 429 students were served, of which 175 students received credit, and 88 students had enough hours to transfer for credit in the alternative Evening Program.**

The courses this year included English composition and grammar levels I through IV, American and/or World literature, remedial reading and ESL; the mathematics courses included fundamentals of math I and II, introduction to Algebra, algebra I and II, Geometry and Trigonometry; several sites offered Social Studies courses in U.S. History, World History, Texas History, Civics, U.S. Government and Career Education.

The major emphasis of the secondary evening program is to allow students to earn credit or accumulate hours toward partial credit for coursework completed during the summer in order to fulfill high school graduation requirements. Evening programs provide students with opportunities to continue or complete courses at their home-base school. Records of the students' achievement and attendance were forwarded to their home-base school. Copies of the students academic record were also sent to the Texas Interstate Credit Exchange Program. In addition, at the direction of the SEA, most projects furnished and forwarded actual transcripts for those students who earned credit.

Table 9

Courses Offered in the Evening Alternative Secondary Program

COURSES	NUMBER OF STUDENTS:		
	Total	Who Earned Credit	Who Had Hours Transferred
*Career Counseling	76	0	0
Career Education	20	11	11
Computer Science	12	10	0
Drivers Education	43	11	7
English	135	75	47
E.S.L.	16	16	0
*GED	25	2	0
History	22	13	4
Math	79	37	19
Reading	1	0	0
TOTAL	429	175	88

*Non-credit bearing

As a result of several meetings a cooperative plan was worked out between the Minnesota Migrant Council at Blooming Prairie and the Owatonna Migrant Program. The Minnesota Migrant Council funded the GED program at Owatonna to serve any migrant student or adult seeking to obtain a GED. The Owatonna Program provided the teacher, classroom, and textbooks. Twenty students participated in this GED program with three students obtaining their GED's. Three other sites tutored students for GED preparation.

Forty-five percent of the students age 18-21 who attended the evening program participated in GED preparation classes. More than eighty percent of the students tutored in GED passed at least one test toward their GED certificate and three students graduated with a GED.

Table 10 shows the number and percentage of secondary students whose credits were forwarded to their home-base schools. It indicates that 334 students attended alternative evening programs during the summer of 1984. Of this number, 242 students, or 72 percent attended a sufficient amount of time (9 hours) to receive credit or accumulate hours toward credit. These numbers show that the number of students who attended the evening program and those who earned credit or hours has stabilized compared to last years' figures.

In addition, 76 students (23 percent) attending the secondary alternative program received career counseling.

Table 10

Number and Percentage of Secondary Students Whose Credits Were Forwarded to their Home-Base Schools

PROJECT	NUMBER OF STUDENTS:									
	Identified			Served[1]			Who Earned Credit	Who had Hours[2] Transferred		PERCENTAGE
	12-17	18-21	Total	12-17	18-21	Total			Total	
Bird Island	144	71	215	51	12	63	27	21	48	76%
Breckenridge	89	51	140	25	9	34	5	15	20	58%
Campbell-Tintah	4	7	81	13	5	18	3	9	12	66%
Grand Forks	77	34	111	13	1	14	10	3	13	93%
Halstad	90	23	113	15	2	17	3	7	10	59%
Kennedy	53	23	76	18	7	25	10	3	13	52%
Montevideo	157	93	250	41	2	43	18	7	23	53%
Moorhead	156	54	210	27	2	29	20	9	29	100%
Owatonna	134	76	210	55	36	91	57	14	71	78%
TOTAL	954	462	1,416	258	76	334	154	88	242	72%

[1] Students who attended at least one evening class were counted as served.

[2] Credit or class hours were transferred for only those students who attended at least three evenings or nine class hours.

This summer, 365 students age 12-17 attended the day program, this is a slight decrease over last year's figure. The majority of these students are "rainy day" students. A rainy day student is typically a student age 14-18 who attends the day program only when weather or crop conditions preclude field work. This student attends fewer than 10 days during the course of the project.

To meet the instructional need of the rainy day student, the SEA selected materials that were written at various reading levels and covered subject matter such as reading, mathematics, history, career education and sur-

vival skills. The materials are suitable for individual or small groups and can be completed in 1-2 hours. Sets of the material were distributed to all projects prior to the start of the summer session. Student and teacher reactions were generally favorable and very positive.

Ten percent of the 150 students that attended the day program in the junior high offering earned enough hours for classes to be transferred to their home base school.

6. Special Projects

Along with the teaching of oral language, reading and mathematics, summer migrant projects were required to include the following special project curriculum and materials into their project activities as was feasible.

a. Child Safety Program

The Minnesota Migrant Education Program in conjunction with the Minnesota Migrant Council implemented a Child Safety Program, a child sexual abuse prevention curriculum, at all the summer sites. The foundation for this program was initiated the previous summer when the two Montevideo sites piloted the Child Safety curriculum. Appropriate materials were identified and used as they were developed or slightly modified to be more culturally and linguistically sensitive to the population to be served.

The Personal Safety Curriculum, developed by Jeraldine Crisci in a model project with migrant schools in western Massachusetts, was followed as the basis for classroom instruction along with other supplemental materials such as the bilingual coloring book Red Flag, Green Flag, the movie "Who Do You Tell," a bilingual puppet show and the Touch Study Cards. All students 1-6 grades were taught from six to eight lessons depending on the age level.

Extensive in-service training on the philosophy of the program and use of the materials was provided to all project staff. Parents also had an opportunity to preview all the materials and provide input into the program (see Appendix C). Pre- and posttests were administered to all children in order to quantitatively measure the effect of the program. Significant differences emerged in the length and depth of the responses given by the children before and after the program. Exact statistical data cannot be provided at this time as the final report is still in process. However, because of the enthusiasm generated by parents, staff and children towards the inclusion of such a topic in the curriculum, we anticipate the continuous use of this unit as part of the summer curriculum.

b. Junior High Program

A concern had been expressed for an overlooked segment of our migrant population - the junior high student. Although a dramatic school exit occurs after age 15 and after 9th grade, the decision to stay in school or to withdraw results from the cumulative effects of internal and external factors over a period of years. It is during the junior high sequence

that we need to provide services which establish and reinforce the advantage of staying in school.

This summer the Minnesota Department of Migrant Education established a Junior High Program at four project sites to meet the needs of students in the 12-15 age group. The day school program was chosen as the time to implement the Junior High Program due to a decreasing number of agricultural jobs. An increasing number of migrant youth, ages 12-17, are without employment and are available for school.

The Junior High Program emphasized three junior high level classes, Language Arts, Mathematics and Career Education. The Language Arts class focused on basic written communication skills such as parts of speech and sentence structure; the Mathematics class reviewed basic computational skills, relating them to work problems, and introduced pre-algebraic and algebraic concepts; the Career Class focused on self awareness, career awareness and transferring basic skills to the world of work. Curriculum and course/unit outlines were supplied by the Minnesota Department of Migrant Education.

The programs were piloted at Halstad, Moorhead, Owatonna, and Montevideo. The rainy weather conditions at the onset of the summer program generated a large population of students in the Junior High program for two to three weeks. As the weather improved, enrollment declined when students returned to the fields to assist in lagging field work.

Overall, the Junior High Program was successful for the students who attended regularly. Several other projects expressed an interest in starting a Junior High Program, especially if they offer no alternative secondary evening program.

c. Career Education

The Minnesota State Department of Migrant Education replicated the efforts undertaken in 1983 with the Migrant Education Section 143 Grant entitled "Career Related Curriculum and Services for Migrant Students." All summer day programs integrated Career Education into their curriculum. Sequential career learning activities were presented for a minimum of one-half hour three to four times a week and were supplemented with field trips, guest speakers, filmstrips and computer software. The Minnesota Department of Migrant Education and the Minnesota Migrant Resource Center supplied career related materials to each project to be used with the Challenging Options in Career Education, (CHOICE) from New York. The career education material for the Junior High Programs in Halstad, Moorhead, Owatonna, and Montevideo was also compiled by the Minnesota State Department of Migrant Education along with a course outline.

The evening programs offered a variety of options for the secondary migrant student. At three sites; Breckenridge, Campbell-Tintah and Owatonna, there was an alternative class in Career Education. The classes offered three or four nights per week were designed to attract students who did not need the credits or who were no longer attending school. It consisted of basic job seeking survival skills, self interest

inventory and occupational information; some students did take the class as an elective for credit.

Montevideo and Owatonna had a career guidance counselor to work individually with all students attending the Evening Program once a week. They completed interest inventory tests and vocational exploration.

The students who attended the Career Education classes felt the class was very beneficial to their individual and professional growth.

d. Minnesota Migrant Education Resource Center (MMERC)

The major emphasis of the MMERC in its second year of operation was to establish channels for communication between LEAs, SEA and the MMERC for program input. A needs assessment meeting of LEA resource teachers, SEA staff and MMERC consultants resulted in a list of priority areas on which to focus. The main priorities identified were acquisition of supplemental material, a catalog of loan listings and MMERC participation in workshops. Because of time constraints, MMERC participated only with summer migrant programs this year. However, tutorial programs will be included in the next program year.

Materials recommended by migrant educators were acquired. These included bilingual-bicultural books, multi-media kits, films and hands-on curriculum activities. A migrant loan listing catalog of approximately 2,400 items was completed. Descriptions include appropriate age range, MSRTS skill codes, and a brief summary of the item.

At the March curriculum meeting, MMERC hosted a tour of the facilities, and explained and distributed the new catalogs. Supplemental math activities were presented to resource teachers. A copy of the catalog was also disseminated to all state migrant directors.

A newsletter, "El Informe", was published monthly by MMERC during the peak spring and summer months and once during the fall and winter. Its purpose is to foster communication and provide information between SEA, LEAs and MMERC. See Appendix D for a sample issue.

At the annual spring workshop for summer project staff, MMERC had a material display with open viewing throughout the three day session. A staff person was available to answer questions or explain materials.

Through local "make-and-take" workshops and project site visits, MMERC staff gathered input and recommendations from LEA personnel.

At the evaluation workshop in July, resource and secondary teachers gave summaries of MMERC's overall service and effectiveness. The ratings were supportive and teachers were pleased with their materials.

7. Supportive Services Component

Supportive services in the form of health, nutrition and transportation services were provided to all eligible migrant students, age 0-21, who attended the summer projects.

a. Health

Health services are an integral part of every migrant project. Comprehensive health services are available and provided to all eligible migrant students. The Migrant Health Services, Inc., a private, nonprofit organization is charged with providing medical and dental care of migrant parents and children in the states of Minnesota and North Dakota. Medical and dental services for children enrolled in the summer projects were provided through a fiscal agreement between the SEA and the Migrant Health agency. Each migrant project site has a full-time nursing service to provide for the children's daily health needs.

Table 11 shows that during the 1984 summer program, there were 12,612 screening cases of which 10,019 were normal and 2,484 were abnormal. Of the students who had an abnormal screening, 1,896 were provided treatment or referral. The age levels that had the most number of children screened, referred and treated were in ages 0-4 and 5-17. Physical Examinations, dental, vision, hearing, tuberculin test, DPT/DT immunization, Triv. oral polio immunization, and MMR immunization were the seven major areas of health services that were provided to the children during the summer program.

In the secondary evening program, students were screened for scoliosis, vision, hearing, and immunizations.

Table 11

Summer Program
Medical Statistics

	0-4 Yrs. Old Screenings				5-17 Yrs. Old Screenings				18-21 Yrs. Old Screenings				GRAND TOTAL 0-21 Yrs. Old Screening			
	# Total	# Norm.	# Abn.	# Treat/ Ref.	# Total	# Norm.	# Abn.	# Treat/ Ref.	# Total	# Norm.	# Abn.	# Treat/ Ref.	# Total	# Norm.	# Abn.	# Treat/ Ref.
Physical Exam	554	511	43	39	130	119	11	11	7	7	-	-	691	637	54	50
Blood Pressure	123	123	-	-	175	171	4	4	10	10	-	-	308	304	4	4
Hematocrit/Hemoglobin	540	525	15	15	156	155	1	1	-	-	-	-	696	680	16	16
Tuberculin (Tines)	485	442	-	-	789	785	14	14	11	11	-	-	1,275	1,238	14	14
Vision	263	253	10	10	1,301	1,082	118	113	15	13	2	2	1,479	1,348	128	125
Hearing	188	172	16	16	1,140	1,074	56	56	13	12	1	1	1,341	1,258	73	73
Dental	518	104	411	183	1,077	91	1,004	840	7	-	7	7	1,630	195	1,422	840
Immunization DPT/DT	514	322	179	172	680	573	102	101	7	7	-	-	1,201	902	281	273
Immunization Polio	514	323	180	155	679	581	84	84	7	7	-	-	1,200	921	244	239
Immunization MMR	463	359	95	79	677	617	41	40	7	7	-	-	1,147	983	136	119
Impedence	439	379	56	56	109	101	8	6	-	-	-	-	548	480	64	62
Other	615	624	17	50	484	442	31	31	7	7	-	-	1,106	1,073	48	81
TOTAL	5,194	4,137	1,002	785	7,327	5,801	1,472	1,101	91	81	10	10	12,612	10,019	2,484	1,896

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b. Nutrition

All migrant summer projects served three complete meals each day for all preschool and elementary children who attended the day program. In addition, several projects provided evening snacks to students attending the secondary evening program. **During the 1984 Summer Program a total of 130,285 meals were served.**

The food services are funded by the Summer Food Service Program of the U.S. Department of Agriculture and are administered by the West Central Migrant Project.

c. Transportation

All students that attended the summer school program were provided with transportation. This transportation was available for both the pre-school and Chapter I migrant students. Buses equipped with specialized seats suitable for small children were used. A chaperon for each bus was employed by the projects to monitor safety and behavior. A special effort was made this year to transport identified secondary students to project sites offering a secondary evening program.

B. Regular School Year-Tutorial Projects

School year tutorial projects operated in twelve sites: Arlington-Green Isle, Blooming Prairie, Brooten, Claremont, Dodge Center, Granite Falls, Madelia, Maynard, Oslo, Owatonna, St. Paul, and Willmar. Three hundred eight students were served by the tutorial projects.

The purpose of the tutorial program is to provide services to eligible migrant students who remain in the area for a short time during the fall while their families complete the last of the agricultural work, who arrive early for Spring work, or whose families have settled in Minnesota. Students participated in regular classes and other appropriate programs offered by the school district they attended.

Supplemental tutoring services were provided on a one-to-one or small-group basis with an emphasis on oral language development and reading. Some students received additional tutoring in other subject areas needed to provide them with sufficient skills to succeed in the regular classroom. To enhance self-esteem, tutorial projects provided experiences in Mexican American culture and career awareness.

Tutors were usually bilingual and played an important role in strengthening home school communication by assisting parents in participating in school activities.

Parental input continues to play an important role in all phases of the planning, implementation and evaluation of the Minnesota Migrant Education Program. Parental participation in formal and informal activities was actively pursued on both the state (SEA) and local (LEA) levels. Parents were encouraged to:

- **Attend local Parent Advisory Council (PAC) meetings**
- **Become members of the local parent advisory councils, and the State Parent Advisory Council**
- **Work as teachers, aides, or volunteer helpers in the local projects**
- **Visit the school and take an active role in their children's educational progress**
- **Attend school and community-sponsored events**

A. Local

Local Parent Advisory Councils (PAC) are formed within two weeks of the beginning of summer projects. Training is provided to PAC members in effective participation and PAC responsibilities. Each of the PACs met at least twice during the duration of the project; participants were migrant parents, school personnel and representatives of migrant agencies. Officers were elected for a two year term by the membership to conduct the meetings. Training materials and manuals were made available to Project Coordinators and Outreach Workers during spring inservice for the training of PAC members. The materials were in English and Spanish. Copies of all PAC minutes were sent to the state education agency.

Figure 4 shows that there were 2,055 parents that participated in the formal and informal activities in the Migrant Education projects. This is an increase of 516 more parental contacts over last year's figure of 1,539. Attendance at parent advisory council (PAC) meetings accounted for the largest number, 45% of parental contacts followed by 27% of parental contacts of parents who visited their children's classrooms. This indicates a commitment by all project staff to involve migrant parents in all project activities. See Figure 4 for the breakdown of other parental involvement activities.

Due to the small number of families served in school-year tutorial projects, there were no formal PAC meetings for most regular tutorial projects. However, migrant parents were encouraged to participate in regular Chapter I parent meetings. The St. Paul Project, the largest of the tutorial projects, did have a very active Migrant Education PAC and they also conducted bimonthly parenting classes. Migrant parents in St. Paul also participated in the regular Chapter I District Advisory Committee. **Three hundred and forty-five contacts were recorded between families and tutorial staff in a school setting. In addition, every family was visited at home by a staff member once a month during the school year.**

Figure 4

Number of Migrant Parents Involved in Program Activities

923 (45%)	466 (22%)	389 (20%)	148 (7%)	129 (6%)
Attendance at PAC Meetings	Visited Classroom	PAC Members	Assisted with Activity Organization	Other*

*Includes State Parent Advisory Council (SPAC) membership, attendance at SPAC meetings, assistance in outreach, chaperoning of field trips, Reading is Fundamental (RIF) committee membership, participated in workshops, assisted with home visits.

A total of thirty-seven parents also participated in the summer projects as salaried employees in the categories of teachers, aides, outreach worker and bus drivers.

B. State

The State Parent Advisory Council (SPAC) serves to further strengthen involvement of parents at the state level. This council advised the SEA on planning, implementing and evaluation of the state program. The majority of the membership is composed of parents with elementary and secondary-age students attending summer and school year tutorial projects. The council also includes representatives of school districts and agencies that serve migratory families. Members are appointed by the Commissioner of Education. Appointed members are reimbursed for all reasonable expenses incurred in order to attend a scheduled SPAC meeting. A stipend is also paid to members attending SPAC meetings, unless their participation is part of their professional duties.

To increase the effectiveness of the council, SEA staff provided a one-day training session for SPAC members. The training included sessions on the role of SPAC, federal regulations, monitoring timelines, the state plan, program implementation and evaluation process of Migrant Education. A session on how to conduct a meeting, and the review, discussion and recommendation process, was presented to further strengthen committee members' input. A packet containing information as required by law was made available to all SPAC members for their information. A total of three SPAC meetings were held in 1984.

A. Interagency Cooperation

All migrant education projects reported close cooperation with a variety of federal, state, and local agencies that provide assistance to the same migrant population served by the projects. Among those involved closely in interagency cooperation are:

State Department of Public Welfare - This agency provided funds to the Tri-Valley Opportunity Council to operate day-care programs for preschool migrant children. The Department of Public Welfare also inspects and licenses all preschool facilities.

Tri-Valley Opportunity Council, Inc. - This community-action agency administered the Chapter I component of the Grand Forks summer project. It also operated the pre-school component of the educational program. All local project sites included a pre-school component.

West Central Migrant Projects - This consortium of four local migrant projects located in the Montevideo area, acted as the fiscal agent and administrator for the food service program for the entire Migrant Education Program.

Migrant Health Services, Inc. - This agency operated the health services component of the educational program under a contractual agreement between the Migrant Education Program and the Migrant Health Services. Auditory, visual, hearing, and dental screening were provided for all summer school students.

The following are examples of interagency cooperation: Several meetings were held at the Minnesota Migrant Council Office in Blooming Prairie. The purpose of the meetings were to discuss a means to serve high school drop outs and adults who wanted to obtain a GED. Agencies represented at the meetings were from the Youth Employment and Training Program, SEMCAC from Rushford, MN, Bilingual/Minority Programs MN Board of Vocational Technical Education; JTPA - Education Coordination MN Board of Vocational Technical Education, Mankato AVTI; Southeast MN SDA #8; GRW Community Action Council, Zumbrota, MN; Minnesota Migrant Council from Blooming Prairie, Owatonna Migrant Education Program and the Minnesota State Department of Migrant Education.

At the state level, the Minnesota Migrant Child Development Program Steering Committee provided a forum for all agencies serving the migrant population to exchange information and to assist in the planning of a coordinated system of service delivery. Representatives of Tri-Valley Opportunity Council, Department of Welfare, Migrant Legal Services, Clay County Social Services, Minnesota Council of Churches, Minnesota Migrant Council, Department of Employment Services and Migrant Health Services met regularly to discuss program objectives and strategies, share budget information and identify methods of improved coordination and service effectiveness.

B. Interstate Cooperation

Minnesota supports the efforts to provide continuity of services for migratory children in the following ways:

- o Utilization of the Migrant Student Record Transfer System (MSRTS) which ensures the transfer of the most current enrollment, withdrawal, academic and health information available for the children served. The new MSRTS was fully implemented throughout the state during the 1984 project period. Training provided by Little Rock consultants and MDE staff emphasized the need for accuracy in the collection and maintenance of MSRTS records which are crucial in providing continuity in academic and health services for students.

- o Local project personnel, i.e., teachers, outreach workers, MSRTS clerks, nurses, and aides received training in the input and interpretation of data in the MSRTS. As a result, more health and educational data were recorded; greater utilization of this data was made by instructional and support personnel in program planning and delivery of services in 1984.

- o Cooperative agreements and working arrangements were established with other states that serve migratory children, particularly Texas, home base state of 88 percent of the migrant students who attend Minnesota projects. A consultant, sponsored by the Texas Interstate Program, provided technical assistance to Red River Valley local project staff on elementary and secondary program implementation during summer project operation.

- o The Interstate Migrant Secondary Program (Oneonta, New York) and the Texas Migrant Interstate Program (Pharr, Texas) sponsored site visits to the home base schools of secondary students. Minnesota was one of the receiving states that participated in the site visits to Texas schools in February. Participants visited with superintendents, principals and counselors to discuss areas of concern to administrators and teachers of both home-base and receiving schools. Specific issues discussed were graduation requirements, credit transfer policy, compatible curriculum and course content and special programs and services for secondary migrant students.

- o Evaluation Reports and State Plans where disseminated to other states in order to keep them informed on the Minnesota Migrant Program.

- o State and local project staff participated in the exchange of information with other states through workshops, consultants, informal contacts and meetings.

- o The Section 143 staff made interstate visits to Sacramento and San Francisco, California; Baton Rouge and Hammond, Louisiana; Muncie, Indiana; Gulfport, Mississippi; Tegren, Oregon; and Silver Bay, New York. The visits to these migrant and career education centers were instrumental in assisting Minnesota to develop and integrate Career Education into the basic migrant program. A sequential career education program is now a part of the state migrant education program.

- o Utilization of Computer Link Offering Variable Educational Records (CLOVER) increased the use of MSRTS by schools and organizations which serve migrant students. Project CLOVER is a national diffusion network-developer/demonstration project sponsored by MSRTS in Arkansas.

- o Participation with other receiving states in a secondary credit exchange conference in McAllen, Texas, with Texas school counselors was effective in obtaining hours and credit for migrant students who attended classes in Minnesota. This credit exchange follow-up was sponsored by the Interstate Migrant Secondary Services Program (Oneonta, New York).

- o State staff participated in a training session for MSRTS in Chicago along with other states sponsored by Little Rock, Arkansas. Little Rock also presented a training session for local project personnel.

- o Representatives were actively involved in the National Association of State Directors for Migrant Education Conferences in Seattle, Washington and at the national conference in New Orleans. As a member of the Education Commission of the States (ECS) Interstate Migrant Education Council (IMEC) Minnesota was present at a meeting in Palo Alto, California.

C. Intrastate Cooperation

Encouraging local projects and agencies to cooperate with one another in the coordination of instructional and supportive services provided within the state is one more way in which continuity of services is enhanced for migrant children. For example, the Owatonna project reported the following: "a) meeting was held at Blooming Prairie regarding a GED program to serve adults with the alternative secondary evening program b) phone calls to Austin and Albert Lea regarding secondary program, facilities, and testing, and c) phone calls and personal visits between welfare, education, and health agencies." Most projects conducted similar intrastate communication and cooperation activities.

This cooperation is facilitated by: (a) Statewide training workshops in core curriculum components, methods and materials, (b) resource and instructional manuals developed by the Migrant Education Unit, (c) local staff visits to other project sites to obtain and share successful ideas and activities, (d) sharing of pertinent academic and health student data, and (e) employing regular school year bilingual staff in summer projects.

The Minnesota Migrant Education Resource Center shared materials and ideas with all the local projects. MMERC gave on site "make-and-take" sessions and provided easy access for all projects to obtain and use materials housed at the center.

Information on project activities and program goals was disseminated to a wide range of audiences.

- **Official Publication**, The Minnesota State Department of Education, Education Updata included an article on the cooperation between the Minnesota Migrant Program and the home schools in Texas and featured the services available for all migrants. A copy of the article is contained in Appendix E.

- **Brochures** were updated and distributed by the Migrant Education Unit to all local projects and agencies serving the migrant population. Special individual brochures were developed and distributed for the implementation of the Junior High Program in Halstad, Montevideo, and Moorhead. A brochure was also developed for the career education classes held at Breckenridge, Campbell-Tintah, and Owatonna. These brochures included information on the new Junior High Program, career curriculum activities, and secondary evening academic program offerings. See Appendix F for samples.

- **Flyers and Posters** advertising the secondary program were distributed to Texas and other states through Minnesota's participation in the Texas Interstate Secondary Program. See Appendix G for sample poster.

- **Local projects** throughout the state shared information through exchange visits, attendance at workshops, meetings, and informal communications. Students and staff participated in community celebrations, parades, fairs, and programs for various local citizen groups and institutions. For example: Several students from the Kennedy Migrant Summer Project formed their own 4-H Club. See Appendix H. Parents and the local community were informed regarding project activities through radio and television announcements, newspaper articles, parent bulletins and visits to local agencies and organizations.

- **Newsletters** featuring activities from individual projects were created, edited and printed by students. These newsletters were distributed throughout the community as well as to their Texas homebase schools.

- **Special Programs** such as open houses, fiestas, and RIF activities, were activities in which community people were encouraged to visit and participate.

- **El Informe**, The Minnesota Migrant Education Newsletter, contains information and ideas from the State Migrant Education office and the Minnesota Migrant Education Resource Center. It is published four times a year and is distributed to all local project staff members. See Appendix D for a copy of the last issue.

The following program areas received special emphasis during the 1983-84 year as a result of the recommendations made in the 1982-83 Evaluation Report.

Parental Involvement

Continuing and increasing parental involvement at both state and local levels continues to be a high priority of the Migrant Education Program. Input from the State Parent Advisory Council members into the overall planning, implementation and evaluation of the total program enhances the delivery of academic, health, and other supportive services available to the migrant children while in Minnesota. An increase of 516 more parental contacts in the summer projects were reported along with greater input in all phases of program activities by well-informed parents. See the Parental Involvement Section for a more detailed description of how migrant parents were actively involved in school activities.

Curriculum Development

A well rounded curriculum is important to a successful program. The Minnesota Migrant Education Programs prides itself in offering a strong academic program with an emphasis on oral language, reading and mathematics skills along with a few choice electives. New and innovate ideas and techniques supplement the teaching of these core subjects. The following factors contributed to maintaining the high quality of curriculum offerings for the summer project students.

- o Adaption of the Individualized Computational Skills Program (ICSP) for mathematic instruction,
- o Implementation of the Child Safety Program, a preventive child abuse curriculum,
- o Statewide adoption of the CHOICE Career Education materials,
- o Completion and dissemination of the Migrant Loan Listing catalog for supplemental materials available for the teaching of oral language, reading, mathematics, grammar and writing, and Mexican-American Culture, and
- o Increased usage of computer assisted instruction for 1-6 students in a variety of disciplines.

Secondary Program

Several steps were undertaken to insure a successful evening program for secondary-aged summer students.

The emphasis on recruiting the secondary student increased the number of students attending a secondary program. This summer four projects were able to offer a Junior High Program in which those students could earn hours to transfer to the home-base school. This helped to alleviate academic problems for the older student in the day program.

Nine project sites offered a Secondary Evening Program during the summer of 1984. The percentage of the number of students who received credit or accumulated class hours for transfer to their home base schools remained the same as last year even though more students were served. Direct follow-up communication with Texas home-based counselors increased the efficiency of the credit exchange program and assured that those students who attended a secondary program in Minnesota receives credit for completed course work.

In-service and curriculum development efforts were successfully emphasized. Instructional materials were distributed to assist with the instructional needs of the older, occasional day student. In-service presentations on the Texas Assessment of Basic Skills and credit exchange were made to both administrators and local secondary program staff by consultants from the Texas Interstate Migrant Program. A consultant was available to some of the summer projects to assist in recruitment techniques, credit exchange and counseling for secondary students.

After review of the 1983-84 project activities, the following are recommendations made by parents, project personnel, local parent advisory councils, the State Parent Advisory Council, and by the unit staff for consideration in the 1985 program.

1. Parental Involvement

The SEA should become more involved in providing direct training to the Parent Advisory Councils in all phases of planning, implementation, and evaluation to ensure more active involvement of parents at the local level.

Members of the Parent Advisory Council should be elected/selected at each summer project; each council should have a minimum of 8 members. Members should be elected/selected for a minimum term of 2 years in accordance with existing regulations.

It is further recommended that the SEA develop a plan for parent involvement in the Minnesota Migrant Education Program while parents are in the home base state through staff visits, SPAC, and PAC meetings in Texas as resources will allow.

2. Services for Secondary-Aged Students

Efforts should be made to expand the Junior High Programs to all project sites. This would ensure continuity of relevant school offerings to meet the needs of the junior high student. Since students begin to drop out of school around this age group, relevant academic offerings should improve student attendance through high school.

Further strengthening and development of the Secondary Evening Program components such as recruitment, Texas interstate communications, receiving accurate up-to-date academic information, curriculum development, staffing, etc. are essential to meet the needs of the secondary population.

The possibility of having alternative career services available for secondary students who come to school irregularly should be explored and continue to expand career counseling to all secondary students.

3. Development of Curriculum

The proficiency of oral language, reading, and mathematics are vital for a successful school experience. Coordination between the receiving state and home-school is necessary in order for a short-term program to have the most academic impact. Familiarity with the Texas Assessment of Basic Skills (TABS) and ongoing communication with Texas are essential in the revision and/or adoption of new curriculum materials.

In addition to a strong academic program, the continuation of the services and materials provided by the special projects, i.e., the Child Safety Curriculum, Career Education, Junior High Program and Resource Center activities should be offered at all sites, as resources and student population will allow.

4. Interstate Coordination

The MDE should continue to involve itself in interstate activities such as: dissemination of program information where appropriate; participation in interstate 143 Projects that would enhance the Minnesota Migrant Program objectives; improved MSRTS coordination for accuracy of academic and health data, site visits to appropriate home-base schools; and any other interstate efforts which would be of benefit to the Minnesota Migrant Education Program.

To further speed up the turn around time and accuracy of health and academic MSRTS information the possibility of a centralized location for all terminal operators will be explored. A cooperative interstate in-service program for local project personnel will improve both data input accuracy and usefulness of information available through the system.

X. APPENDICES

APPENDIX A

MIGRANT EDUCATION

April 26, 27 & 28, 1984

Annual Spring Workshop

Minnesota Migrant Education

Tri-Valley Preschool Programs

Minnesota Department of Education

WELCOME TO THE

CHAPTER I & PRESCHOOL PROGRAMS' ANNUAL SPRING WORKSHOP

WE WOULD LIKE TO ACKNOWLEDGE THE CONTRIBUTIONS OF THE FOLLOWING:

The Texas Education Agency

The Texas Migrant Program

Migrant Health, Inc.

Minnesota Migrant Council

MIGRANT EDUCATION STAFF:

Will Antell, Ed.D.
Manager, Special Programs

I. [illegible]ter Moreno
Supervisor

Rebecca Garay Heelan
Curriculum & Evaluation

Hilda Sanchez-Henke
Identification & Recruitment

Anne St. Pierre Cutler
Secondary Consultant

Carol Joselyn
Secretary & Terminal Operator

Diana Matthews
Career Related Curriculum

PRESCHOOL PROGRAM STAFF:

Dennis P. DeMers
Director

Wayne Kuklinski
Bicultural Program Specialist

Barb Roth
Health Coordinator

Mary LaRoche
Accounting Clerk

Delores Myerchin
Administrative Secretary

Pat Noah
Secretary

ANNUAL SPRING WORKSHOP
FOR
CHAPTER I & PRESCHOOL PROGRAM STAFFS

GENERAL AGENDA

Thursday, April 26

TIME	SESSION	LOCATION
4:00 - 5:30 PM	Registration for Chapter I Staff	Front Lobby
6:00 - 7:00	Dinner	Poolside
7:00 - 9:00	Minnesota Migrant Education Resource Center Materials Display Kathy Gilleson & Barb Herrmann	Dutch Room

Friday, April 27

7:00 - 8:00 AM	Breakfast	Main Dining Room
	Coordinator's Breakfast	Pioneer Room
8:00 - 10:00	Opening Session Peter Moreno, Superviosr, Migrant Unit Will Antell, Ed.D., Manager, Special Programs Dennis DeMers, Director, Preschool Programs Speakers: Ray McGee, A.C.S.W., "Who Do We Catch Them Being, "Who Do We Tell Them They Are"	Paul Bunyan A & B
10:00 - 10:15	Break	Poolside
10:15 - 11:45	Session #1	
11:45 - 1:00 PM	Lunch	Main Dining Room
	Speakers: Margaret Taylor, Coordinator Else Pitts, Demonstrator/Trainer 143 Project "Challenging Options In Career Education (CHOICE)"	

Friday, April 27 - Con't

1:00 - 2:30	Session #2	
2:30 - 2:45	Break	Poolside
2:45 - 4:15	Session #3	
4:15 - 5:30	Session #4	
6:00 - 7:00	Dinner	Poolside
7:00 - 9:00	Session #5	Paul Bunyan A & B
	Child Abuse and Neglect Presentation Lloyd Johnson, Beltrami County Social Service Johannes Asmussen, Bemidji State University Elizabeth Pokela, Minnesota Migrant Council	
	Film: Who Do You Tell"	

Saturday, April 28

7:00 - 8:00 AM	Breakfast	Main Dining Room
8:00 - 10:15	Session #6	Paul Bunyan A & B
	"Language Development of Spanish Speaking Students" Stephen L. Jackson, Ph.D.	
10:15 - 10:30	Break	Poolside
10:30 - 12:00	Session #7	
12:00 - 1:00 PM	Lunch	Main Dining Room
	Closing Remarks Dennis DeMers, Director Preschool Program	

FOR DESCRIPTIONS OF SPECIFIC SESSIONS, SEE INDIVIDUAL COLOR CODED AGENDAS

Yellow	Preschool Supervisors
Green	Nurses
Blue	Coordinators
Pink	Elementary Instructional Personnel
Salmon	Occassional Students Junior High, Secondary, Evening Career/GED
White	Clerks
Golden Rod	Outreach Workers

THURSDAY, APRIL 26

TIME	SESSION	LOCATION
11:00 AM - 1:00 PM	Registration	Front Lobby
1:00 - 1:45	Introduction and Overview of Program Dennis DeMers, Barb Roth Wayne Kuklinski	Paul Bunyan - C
1:45 - 2:30	Preschool Program Innovations and Logistics Wayne Kuklinski	Paul Bunyan - 4 & 5
2:30 - 2:45	Break	Paul Bunyan - C
2:45 - 4:30	Communicable Diseases Joe Mariotti, Epidemiologist, Minnesota Department of Health	Paul Bunyan - C
4:30 - 5:30	Check into rooms	
5:30 - 7:00	Dinner	
7:00 - 9:00	Being a Supervisor Denny DeMers - Wayne Kuklinski	Paul Bunyan - 4 & 5
FRIDAY, April 27		
7:00 - 8:00 AM	Breakfast	
8:00 - 10:00	Opening Session Ray McGee, Psychologist	Paul Bunyan - A and B
10:00 - 10:15	Break	Pool side
10:15 - 11:45	Administrative Manual Delores Myerchin - Mary LaRoche	Paul Bunyan - 4 & 5
11:45 - 1:00 PM	Lunch	
1:00 - 2:30	Training and Supervision Wayne Kuklinski	Paul Bunyan - 4 & 5
2:30 - 2:45	Break	

Friday, April 27 - con't

2:45 - 4:15	Learning Environments and Activities Wayne Kuklinski	Paul Bunyan - 4 & 5
4:15 - 5:30	Bus Safety/Outreach Cooperation/ Other Common Interests Denny DeMers - Pete Moreno	Paul Bunyan - B
6:00 - 7:00	Dinner	Poolside
7:00 - 9:00	Child Abuse and Neglect Lloyd Johnson, Beltrami County Social Services Johannes Asmussen, Bemidji State University Elizabeth Pokela, Minnesota Migrant Council	Paul Bunyan - A& B

Saturday, April 28

7:00 - 8:00 AM	Breakfast	Dining Room
8:00 - 10:15	Oral Language Dr. Stephen Jackson, Consultant	Paul Bunyan - 4 & 5
10:15 - 10:30	Break	Pool side
10:30 - 12:00	Tracking and Follow-Up Kathy Streng - Denny DeMers	Paul Bunyan - 4 & 5
12:00 - 1:00	Lunch and Depart	Main Dining Room

Thursday, April 26

TIME	SESSION	LOCATION
11:00 AM - 1:00 PM	Registration	Front Lobby
1:00 - 1:45	Introduction and Overview of Program Dennis DeMers, Barb Roth, Wayne Kuklinski	Paul Bunyan - C
1:45 - 2:30	Health Education Resources Barb Roth - Mary Barrett	Paul Bunyan - C
2:30 - 2:45	Break	Paul Bunyan - C
2:45 - 4:30	Communicable Diseases Joe Mariotti, Epidemiologist, Minnesota Department of Health	Paul Bunyan - C
4:30 - 5:30	Check into rooms	
6:00 - 7:00	Dinner	Main Dining Room
7:00 - 9:00	Equipment Use Barb Roth - Mary Barrett	Paul Bunyan - 4 & 5

Friday, April 27

7:00 - 8:00 AM	Breakfast	Dining Room
8:00 - 10:00	Opening Session Ray McGee, Psychologist	Paul Bunyan - A and B
10:00 - 10:15	Break	Pool side
10:15 - 11:45	Policies and Procedures Barb Roth - Mary Barrett	Paul Bunyan - C
11:45 - 1:00 PM	Lunch	
1:00 - 2:30	MSRTS - Health Records Brenda Greene	Paul Bunyan - C
2:30 - 2:45	Break	
2:45 - 5:30	MSRTS - Health Records	Paul Bunyan - C
6:00 - 7:00	Dinner	
7:00 - 9:00	Child Abuse and Neglect Lloyd Johnson, Beltrami County Social Services Johannes Asmussen, Bemidji State University Elizabeth Pokela, Minnesota Migrant Council	Paul Bunyan - A & B

Saturday, April 28

7:00 - 8:00 AM	Breakfast	Dining Room
8:00 - 9:30	Migrant Health/WIC Ann Fraaze, Nursing Coordinator Migrant Health Services, Inc.	Paul Bunyan - C
9:30 - 10:15	Paper Work Barb Roth, Mary Barrett, Kathy Streng	Paul Bunyan C
10:15 - 10:30	Break	
10:30 - 12:00	Paper Work Barb Roth, Mary Barrett, Kathy Streng	Paul Bunyan - C
12:00 - 1:00	Lunch - Depart	

Friday, April 27

TIME	SESSION	LOCATION
10:15 - 11:45 AM	Session #1 Administrative Procedures Peter Moreno	Paul Bunyan 3
1:00 - 2:30 PM	Session #2 Identification and Recruitment Efforts Bill Woolley Parent Advisory Councils Peter Moreno	Paul Bunyan B
2:45 - 4:15	Session #3 How To Deal With Occasional Students Nancy Wittman Peter Moreno	Paul Bunyan B
4:15 - 5:30	Session #4 Bus Safety/Outreach Cooperation/ Other Common Interests Dennis DeMers Peter Moreno	Paul Bunyan B
7:00 - 9:00	Session #5 Child Abuse and Neglect Presentation	Paul Bunyan A & B

Saturday, April 28

8:00 - 10:15	Session #6 Language Development For Spanish Speaking Students Dr. Stephen Jackson	Paul Bunyan A & B
10:30 - 12:00	Session #7 Child Safety Curriculum Beth Pokela OR Outreach Techniques and Efforts Joe Campos	Paul Bunyan A Paul Bunyan 6 & 7

Friday, April 27

TIME	SESSION	LOCATION
10:15 - 11:45 AM	Session #1 Sharing Education Continuity, Mathematics Requirements for Texas K-6 Students Janet Love	Paul Bunyan A
1:00 - 2:30 PM	Session #2 Sharing Educational Continuity, ACCUTRAK for K-6 Students Dr. Sheila Mills	Paul Bunyan A
2:45 - 5:00	Session #3 Basic CHOICE Margaret Taylor and Ilse Pitts	Paul Bunyan A
5:00 - 5:30	Session #4 Elementary Academic Form Rebecca Garay Heelan	Paul Bunyan A
7:00 - 9:00	Session #5 Child Abuse and Neglect Presentation Or Materials Display	Paul Bunyan A & B Dutch Room

Saturday, April 28

8:00 - 10:15 AM	Session #6 Language Development for Spanish Speaking Students Dr. Stephen Jackson	Paul Bunyan A
10:30 - 12:00	Session #7 Child Safety Curriculum Beth Pokela	Paul Bunyan A

Friday, April 27

TIME	SESSION	LOCATION
10:15 - 11:45	Session #1 Reading In the Content Areas for Grades 7-12 Dr. Sheila Mills	Paul Bunyan - 1 & 2
1:00 - 2:30 PM	Session #2 Texas Assessment of Basic Skills: Mathematics and Written Communication Dr. Jeannette Love	Paul Bunyan - 1 & 2
2:45 - 4:15	Session #3 How to Deal with Occasional Students Ms. Nancy Wittman	Paul Bunyan - B
4:15 - 5:30	Session #4 Forms! Forms! Forms! Ms. Anne St. Pierre Cutler	Paul Bunyan - 1 & 2
7:00 - 9:00	Session #5 Child Abuse and Neglect Presentation	Paul Bunyan - A & B

Saturday, April 28

8:00 - 10:15 AM	Session #6 Language Development of the Spanish Speaking Student Dr. Steven Jackson	Paul Bunyan - A & B
10:30 - 12:00	Session #7 Advanced CHOICE Ms. Margret Taylor Ms. Else Pitts	Paul Bunyan - 1 & 2

Friday, April 27

TIME	SESSION	LOCATION
10:15 - 11:45 AM	Session #1 "Family Information Form" Hilda Sanchez-Henke Migrant Education Unit	Paul Bunyan 6 & 7
1:00 - 2:30 PM	Session #2 MSRTS Educational Record and Forms William R. Woolly, MSRTS Regional Coordinator Little Rock, Arkansas Hilda Sanchez-Henke Migrant Education Unit	Paul Bunyan D
2:45 - 4:15	Session #3 MSRTS Educational Record William R. Woolly Hilda Sanchez-Henke	Paul Bunyan D
4:15 - 5:00	Session #4 Secondary Data Collection Anne St. Pierre Cutler Migrant Education Unit	Paul Bunyan 1 & 2
5:00 - 5:30	Elementary Data Collection Rebecca Garay Heelan Migrant Education Unit	Paul Bunyan A
7:00 - 9:00	Session #5 Child Abuse and Neglect	Paul Bunyan A & B

Saturday, April 28

8:00 - 10:15 AM	Session #6 MSRTS Educational/Medical Record William R. Woolly	Paul Bunyan D
10:30 - 12:00	Session #7 "Handbook" - "Enrollment & Withdrawls" "Form" Hilda Sanchez-Henke	Paul Bunyan D

Friday, April 27

TIME	SESSION	LOCATION
10:15 - 11:45 AM	Session #1 "Family Information Form" Hilda Sanchez-Henke Migrant Education Unit	Paul Bunyan 6 & 7
1:00 - 2:30 PM	Session #2 "Parent Advisory Council" Peter Moreno, Supervisor Migrant Education Unit	Paul Bunyan B
2:45 - 4:15	Session #3 "Pre-school Eligibility and Forms" "Food Service Forms" Dennis DeMers, Director Tri-Valley Opportunity Council	Paul Bunyan 6 & 7
4:15 - 5:30	Session #4 Bus Safety: Peter Moreno Dennis DeMers	Paul Bunyan B
7:00 - 9:00	Child Abuse and Neglect	Paul Bunyan A & B

Saturday, April 28

8:00 - 10:15	Session #6 "Outreach Worker's Handbook" Hilda Sanchez-Henke	Paul Bunyan 6 & 7
10:30 - 12:00	Session #7 "Outreach Techniques and Efforts" Joe Campos, Outreach Worker Grand Forks Project Anne St. Pierre Cutler, Specialist for Secondary Education Migrant Education Unit	Paul Bunyan 6 & 7

MEET THE PRESENTERS

RAY McGEE is a social worker in private practice in St. Paul. He speaks, teaches, and writes on self concept and development in children and adults. He has spent 23 years working with children, parents and teachers. Ray has also been a classroom teacher, a therapist and sought after speaker on the national scene.

MARGARET TAYLOR is the 143 Project Coordinator in New Paltz, New York. She has been with the Migrant Education Program since 1971. She has developed a pre school program for the state, been the coordinator for the local migrant center, a classroom teacher in both private and public schools, a reading coordinator, and a school psychologist. Ms. Taylor has her B.S. Degree in Early Childhood Education, Masters Degree in Elementary Education and she is a certified school psychologist.

ILSE M. PITTS is the Section 143 Project Demonstrator/trainer and has worked with the 143 Project, Challenging Options in Career Education (CHOICE) for the past two years. She has been with the Migrant Education Program since 1978. She has worked as a tutor, an adolescent counselor, developed a work study grant for the high school drop out, and worked with bilingual programs. Ms. Pitts is certified in Secondary Social Studies and has her Master's Degree from West Virginia in Sociology. She learned to speak Spanish in Bolivia as a Peace Corp volunteer and in Spain where she taught English as a Second Language in a private school.

WILLIAM R. WOOLLY is currently a Regional Coordinator for the Migrant Student Record Transfer System (MSRTS) with the Arkansas State Department of Education in Little Rock, Arkansas. He has been in the education field for 17 years as a vocational educator, supervisor, classroom teacher, secondary school administrator and for the last 3 years with MSRTS. In addition to Minnesota the following states are included in his region: Pennsylvania, New York, Mississippi, Louisiana, Arizona, Oregon and North Dakota.

BRENDA GREEN is a Regional Coordinator with the Migrant Student Record Transfer System (MSRTS), at the Arkansas State Department of Education in Little Rock, Arkansas State Department of Education in Little Rock, Arkansas. She has been the Health/Medical Specialist with MSRTS for 1 year prior to her coordinator position with MSRTS. She has worked as a Coronary Care Nurse Supervisor for 8 years, as a Clinical Psychotherapist for 4 years and as an Adjunct Professor with the University of Arkansas at Little Rock. She has a MED Clinical Social Worker and LPN Degree.

DR. SHEILA MILLS received her doctorate in Curriculum and Instruction in Reading from the University of Texas. She has been employed by the Texas Migrant Program for the last 10 years. Sheila has also worked for the Texas Education Agency and has taught at the college level and taught 2-12 grades for 11 years. Along with her husband, Wallace, they have co-authored several reading programs and supplemental materials used in the Texas schools. Sheila currently works out of Region XIII offices but also provides consultant services to many Texas districts and other states who serve migrant students. This is Sheila's third visit to Minnesota.

MS. JEANETTE LOVE joined the Texas Central Education Agency in 1974 after 19 years of teaching reading as a consultant with the Migrant Education Unit. During this time she was named Project Manager, charged with managing the development of the Accutrack Reading System. For the past three years, she has been a Program Director in the Department of Research and Planning with agency-wide liaison responsibilities for instructional improvement in basic skills. Ms. Love's academic credentials include a BS from West Texas State University, an MA from Texas A&I University and advanced course work at Pan American University and West Texas State. She has taught reading development at Texas A & I University, and has directed the development and publication of a manual to assist teachers in "Planning and Managing Instruction in Basic Skills" that will be distributed to Texas' 1,140 school districts.

ELIZABETH J. (BETH) POKELA has coordinated the services for the Abuse Program for the Minnesota Migrant Council for the past two years. She has a BA in Speech/Communications from the University of Minnesota. Beth has worked with the Mexican American communities both in Minnesota and in California. She speaks Spanish and has studied the Mexican American Culture extensively.

DR. STEVEN JACKSON brings more than thirteen years of experience in bilingual education, with emphasis in program evaluation, research, teacher training and technical assistance. Dr. Jackson received his Ph.D. in Elementary and Early Childhood Education from the University of Texas, Austin, and has taught at university level and at early childhood level. He has been a consultant to school districts throughout the state of Texas and throughout the United States in bilingual program design, implementation and evaluation, pupil assessment, and teacher training.

APPENDIX B

Excerpts from the Annual Evaluation Report submitted to SEA by local projects.

Montevideo-Ramsey and Sanford

- One of the teachers implemented the Time Management System used by the local school district in the migrant classroom. It proved successful with the students.
- Career education instruction was supplemented with field trips to the hospital, dentist's office, local department store and airport.
- The Open House/Carnival event was well attended and has become a favorite with the families.

Barnesville

- Students use the Apple II computers for drilling math factors, letter recognition, alphabetizing, phonetic reading skills, sequencing, using context clues to find the meanings of words, capitalizing, punctuation, language usage and business fundamentals.
- Set up a reading center using materials from the resource center to stress comprehension skills.

Halstad

- All students eight years and up received 45 minutes of computer instruction. They worked on math, spelling, graphics and reading skills. This was a favorite activity for most students.
- Special physical education events included: two co-ed softball games, two T-ball games for boys, two T-ball games for girls with local community children, co-ed games with another migrant project, and intra-squad games, jack tournament and tinikling routine with other school levels.
- Nurse taught class lessons on health and nutrition, and personal hygiene.
- Offered a junior high program.

Bird Island

- Films were shown on various occasions. The feature film "Pete's Dragon" was shown on Popcorn and Film Day.
- The staff exchange between the Chapter I and Pre-school provide all members with a better understanding of the overall quality and effectiveness of the program.

Moorhead

- Computer assisted reading instruction provided for students who needed reinforcement of skills.

Kennedy

- Children over eight years of age formed a 4-H Club. They participated in projects in child care, food preparation, arts and crafts, citizenship and entomology. The children won a blue ribbon for their 4-H Club exhibit entitled "We Are All Part of the American Dream." As a result of the 4-H Club experience, the children learned that only the very best work was acceptable, how to keep accurate records, they experienced competition and pride in doing well along with how to respond to the judges as they presented the exhibits.

- The secondary evening program offered English, math, American History, and Driver's Education.

- Five of the secondary students who attended the evening program enrolled to attend college in the fall.

- CHOICE was an excellent source of learning, vocabulary building, and oral language.

Grand Forks

- Counseling services were provided by an intern from the University of North Dakota.

- Students visited the University's Geology and Core Sample Museums as part of their science instruction.

Crookston

- A bilingual newsletter goes out to the families regularly to keep them informed of all school activities.

- Seven through twelve year olds attended the West Polk County 4-H Day Camp for a day of fun and games and a chance to make new friends with community children.

Renville

- Community leaders were invited to the Open House to give them an opportunity to interact more fully with staff and family members.

- The migrant library now contains over 500 books donated by the local library.

- Rainy Day students participated in activities at the Catholic Church New Ulm Diocesan Youth Center.

Owatonna

- A "Super Kid" of the week was selected in each classroom. Students were recognized based on leadership skills displayed in the classroom.

- Track and field day and volleyball games were held in conjunction with students from the nearby elementary school.

- The courses for the secondary program included ESL, English, Fundamentals of Math, Advanced Math, and had a GED program with three graduates.

Breckenridge

- The use of Apple IIs in the classroom have proven to be invaluable as a learning and motivational tool for all students.
- Students visited the sunflower plant, the hospital, the radio station, the water plant, the funeral home, the airport, the resident nursing home and the city park and zoo as part of the Career Education Unit.
- English, Career Education, and Computer Science were offered to secondary students.

Campbell-Tintah

- Level Three students wrote and produced a "Welcome Minnesota," video tape which included news, weather and sports.
- Business and computer classes were taught to all students.

Nuevo Programa en el Plan de Estudios.

SEGURIDAD PERSONAL

Este programa está dirigido para la protección de las niñas (os).

Se discutarán ejemplos de los que son buenas y malas formas de tocar. También a quien se puede confiar en caso de que haya experimentado una mala forma de tocar.

El intento es para educar a las niñas(os) sobre prevención de abuso sexual.

Invitamos a todos los padres a la junta del concilio de padres consejeros para esta presentación y recibir sus comentarios.

Announcing a New Program in the Curriculum.

PERSONAL SAFETY

This safety program is designed to help the children protect themselves. We will be discussing examples of good and bad types of touching; and in whom the children can confide if they need to do so.

The goal of the program is prevention of sexual abuse of children.

WE INVITE ALL PARENTS TO THE PARENT ADVISORY COUNCIL MEETING TO SHOW YOU THE PRESENTATION AND RECEIVE YOUR COMMENTS.

«¿Que Significa TOCAR?»

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Minnesota
Migrant Education
Newsletter

El Informe

VOL. 1, NO. 5 JULY, 1984

FROM THE DESK OF THE DIRECTOR

From all appearances, the summer projects have gone very well. In those areas where it appeared there would be a slow start, it seemed that at the last minute, the numbers picked up very quickly. Final reports will give us a more accurate picture and we will relate that information to you in a subsequent newsletter.

To date we have still not received any further word on the "non-regulatory guidelines" from the U. S. Department of Education, so we are still "flying by the seat of our pants."

The 1985 Minnesota State Plan for Migrant Education which is the application for federal funds has been submitted to the U.S.D.E. Our funding level is just about the same for 1985 as it was for 1984. At least we were not reduced which is extremely important.

Minnesota became a member of the Education Commission of the States (ECS) Interstate Migrant Education Council (IMEC) as of July 1, 1984. This council serves in an advisory capacity to the ECS which, in essence, determines or affects policy at the national level. Members of the ECS include Congressmen, State Legislators, School Boards and Chief State School Officers or their designees. The IMEC is composed of State Legislators, School Board members and/or Chief State School Officers' designees. Presently the IMEC is made up of 15 states. The State Director of Migrant Education of each of those 15 member states serves on a steering committee which acts in an advisory capacity to the IMEC.

Serving on the IMEC from Minnesota are Senator Jim Pehler, Chairman Senate Education Committee and Dan Loritz, Assistant Commissioner, Division of Program Effectiveness, in which the Migrant Education Unit is placed.

We attended a meeting of the IMEC, July 12-15, 1984 in Palo Alto, California. California, you say! -- the temperature was over 100° while we were there. We did site visits all day Friday traveling to various parts of the area -- in vans that truly demonstrated all of the principles of efficient solar heating. We literally cooked in those vehicles. But, we visited two extremely interesting education programs, "Yo Puedo" (I can), a college campus program for high school age students conducted at Stanford University Campus; and a Center for Employment Training (CET) which is a program of Employment Training for LEP people. We also visited a migrant labor housing center (not a labor 'camp') which was owned and operated by the housing authority. Included in the center was a pre kindergarten and day care program. All very nicely conducted and maintained.

continued

Thanks . . . . . .

As the end of the summer projects quickly approaches, I would like to take this opportunity to thank all of you for a successful program year.

Your cooperation, sense of humor, thoughtful notes, positive comments, and puzzling questions for which I did not have the answers, made it all worthwhile.

Enjoy the remainder of the summer and thank you for spending part of it with the kids.

Your continued support and committment to Migrant Education are very much appreciated.

Rebecca Garay Heelan

Our Newsletter Has a Name!

The Migrant Education newsletter will now be called El Informe. Breckenridge was the winner.

Minnesota, Texas cooperate to keep migrants in school

APPENDIX E

"It used to be different. But these days, migrant parents want their children to have as much schooling as possible," said Peter Moreno, director of the Migrant Education Section in the Minnesota Department of Education.

And Moreno knows just how much the parents care. In July, Governor Rudy Perpich was asked by the Association of Migrant Farmworkers of Texas to present Moreno with a beautiful hand-painted plaque in appreciation of his efforts to strengthen cooperation between Minnesota and Texas school districts.

According to Perpich, the migrant parents said their children often surpass the achievements of their non-migrant peers back in their Texas home districts by the time they return from Minnesota.

"Migrant parents realize that, because of modern technology, the need for migrant labor is dwindling," Moreno said. "They believe that their children must go to school in order to get ahead. Now that the willingness to learn is there, our job is to teach career awareness and expose the students to alternative life styles. These people are not afraid of work. Working in the fields is tough. They only require social services because they don't make enough money."

Providing educational programs to migrant youth at a convenient time is the crucial step, said Moreno. "We provide transportation from the camps they live in or the farms they work on, and give dinner to the secondary students who come to school in the evenings."

"Cooperation between Minnesota and the home schools in Texas, where 92 percent of Minnesota's migrant workers live, is so sophisticated that the school districts here have specific information on each migrant student—what credits are lacking and when remedial work is needed. Individual education plans are an integral part of migrant education," said Moreno.

The Migrant Education Section is also working hard to get high school age migrant workers back to school. In 1979 a secondary program started in Owatonna with 35 students, and in a matter of weeks the class was 75 students strong. Participation has steadily increased in the secondary program from 213 students in 1981 to 368 students in 1982.

For six to 10 weeks this summer, secondary migrant students attended classes at nine different locations around the state. They took classes three nights a week for three hours a night and, at some sites, took an extra evening of career awareness training.

Page 2 UPDATE September 1983

This blind migrant boy with musical abilities made a very special find in Minnesota—a special education teacher who also has a degree in music. Photo courtesy Migrant Education.

Over 3,000 migrant students studied in Minnesota schools last year. Counting both elementary and secondary students, 93 percent gained one month's growth or more in reading ability for every 23 days of instruction, and 89 percent made the same progress in mathematics.

1982-83 was the first year of the Migrant Education Resource Center, located at Special Intermediate School District 916 in White Bear Lake. The center searches out, develops, and provides services, materials, and technical assistance to migrant projects.

"People may feel their tax dollars are wasted on the migrant program," Moreno said. "They are wrong. We either pay for their education now or we pay for welfare and unemployment compensation later. If we give them the education they want, they'll have a better quality of life and be productive members of society."

For more information, contact Peter Moreno, director, Migrant Education, 809 Capitol Square Bldg., St Paul 55101 (612/296-0324).

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For information about this, or any other service of the Migrant Education Program, please contact:

Neil Ross, Coordinator
Marvin Aarons, Secondary Lead Teacher
Breckenridge Public Schools
(218) 643-6681

Delmer Voss, Coordinator
Allen Kvidt, Secondary Lead Teacher
Campbell/Tintah Public Schools
(218) 630-5312

Paul Molstre, Coordinator
Cherry Schwartz, Secondary Lead Teacher
Owatonna Public Schools
(507) 451-9513

or

Outreach Worker _____

Telephone _____

OVER 16? OUT OF SCHOOL? OUT OF WORK?

Will your future fit together?

Minnesota Migrant Education

CAREER EDUCATION

Minnesota Department of Education

OVER 16?

OUT OF SCHOOL?

OUT OF WORK?

YOU DO HAVE A CHOICE OF YOUR FUTURE JOB

This summer a special career education course will be offered three to four evenings per week in Breckenridge, Campbell/Tintah, and Owatonna. Career education prepares you for the life and world of work. Because you will spend so much time at your career and because it affects your life in so many ways, you will want to choose your career very carefully. Finding work that is right for you takes careful planning, searching and a lot of time. Knowing how to find a job is almost as important as knowing how to do the job.

- Discover information that you can use the rest of your life.
- Explore a broad area of career through computers, speakers, field trips and films.
- Expand your interests, aptitudes and abilities.
- Develop skills needed to find a job.
- Obtain assistance in using information, resources and experiences to make informed career decisions.

Check us out - there's no cost to you and transportation is provided.

¿ TIENES MAS DE 16 AÑOS?

¿ ESTAS FUERA DE LA ESCUELA?

¿ ESTAS SIN TRABAJO?

TU TIENES UNA OPORTUNIDAD DE ESCOGER UNA CARRERA

Este verano se ofrecerá una clase especial en conocimiento de carreras/profesiones, tres a cuatro noches a la semana en: Breckenridge, Campbell/Tintah, y Owatonna. Conocimiento de carreras/profesiones te preparará para la vida y el mundo del trabajo. Esta clase te ayudará a elegir tu profesión muy cuidadosamente ya que afectará tu vida en varias formas y pasarás mucho tiempo en tu profesión. Para encontrar un trabajo que es de tu satisfacción, esto toma mucho tiempo, por lo tanto necesitas planear cuidadosamente. Saber encontrar un trabajo es tan importante como saber hacerlo.

- Descubre información que puedes usar el resto de tu vida
- Explora varias profesiones a tráves de computadoras, discusiones, viajes escolares y películas
- Desarrolla tus intereses, aptitudes, y habilidades
- Desarrolla las habilidades necesarias para encontrar un trabajo
- Puedes obtener ayuda en utilizar información, recursos, y experiencias para hacer decisiones profesionales concretas

Ven a vernos, no hay que pagar y nosotros damos transportación.

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For further information about the secondary day program, or any other service of the Migrant Summer Education Program, please contact:

Mr. Chet Thompson
Halstad Public Schools
218-456-2152

Mr. Ron Cin
Montevideo Public Schools
612-269-6584

Mr. Norm Felde
Moorhead Public Schools
218-236-6400

or

Outreach Worker _____

Telephone _____

SECONDARY STUDENTS

There's a place for you.

Minnesota Migrant Day School Program

Minnesota Department of Education

IF YOU ARE IN THE 7TH, 8TH OR 9TH GRADE - OR EVEN OLDER - THERE IS A PLACE WAITING FOR YOU IN THE MIGRANT DAY SCHOOL PROGRAM

For the first time, special secondary-level courses will be offered during the day at the Halstad, Moorhead and Montevideo projects. The courses will be held at the same time and place as the pre-school and elementary classes, but in separate rooms with secondary certified teachers.

The secondary-level courses are:

* Language Arts
* Mathematics
* Career Education

In addition, help in reading and oral language will be available. Other classes will also be offered (depending on the projects):

* Physical Education
* Industrial Arts
* Computer Science
* Music
* Swimming
* Home Economics
* Art
* Spanish Culture

Students in grades 9 through 12 can earn a 1/4 credit for successful work in each of the secondary classes - credits that can count toward fulfilling graduation requirements.

For 7th and 8th grade students, a record of the hours attended and grades earned in this special program will be forwarded to their Texas school.

SI ESTAS EN LOS SIGUIENTES GRADOS: 7 , 8 , 9 , O MAS ALTO - EL PROGRAMA MIGRANTE DEL DIA TIENE UN LUGAR TI.

Por primera vez clases a nivel secundario, se ofrecerán durante el día en los projectos migrantes de Halstad, Moorhead, y Montevideo. Las clases se llevarán a cabo al mismo tiempo y en el mismo edificio en que el programa infantil y elementario se ofrecén, pero en diferentes salas y con maestras/maestros certificados.

Las clases a nivel secundario son:

* Language Arts
* Mathematics
* Career Education

También habrá ayuda en lectura y lenguaje oral. Otras clases que se ofrecerán (depende en el projecto) son:

* Physical Education
* Industrial Arts
* Computer Science
* Music
* Swimming
* Home Economics
* Art
* Hispanic Culture

Los estudiantes en grados 9 a 12, pueden obtener un 1/4 de crédito por cada clase a nivel secundario en que el trabajo se haya terminado con exito - creditos que pueden ayudar a completar los requisitos para graduación.

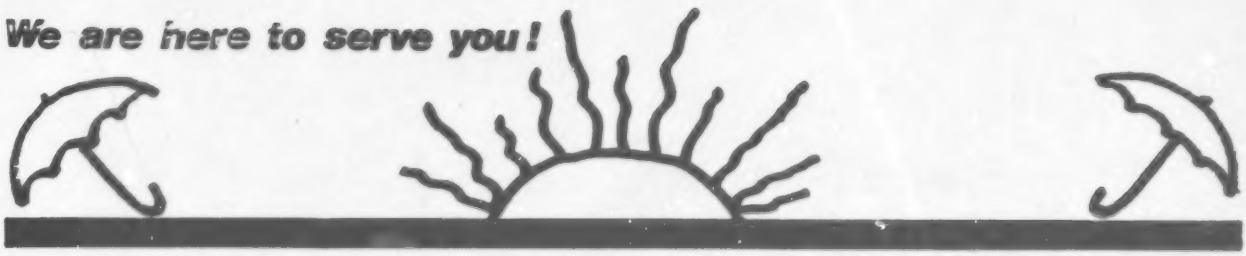
Para estudiantes de 7º y 8º grados, se mandará a las escuelas en Tejas un reporte con las horas y grados obtenidos.

We are here to serve you!

Minnesota Migrant Education Program

Minnesota Department of Education

We are here to serve you!



The Minnesota Migrant Education program welcomes and serves all eligible migrant students, ages 0 through 21 - even if they attend on an occasional basis.

We have special programs and activities designed for students who can attend only one or two days at a time.

We have crossword puzzles that will help you improve your reading and vocabularly - plays and books to strengthen your oral language - games that refresh your math skills.

We have workbooks that will introduce you to a whole lifetime of careers - teach you how to find a job - give you practice in job applications and interviewing.

We have materials that will help you shop for food and clothes - teach you about budgets and cash management - help you plan and cook meals for you and your family.

We even have workbooks that will show you how to buy and finance a car - and then keep it running!

In addition, you will participate in scheduled activities such as swimming, phys ed, culture, music, arts and crafts.

Transportation and hot meals are provided at every project.

So if you are wondering what to do today or any day, head for the nearest Migrant Education project. Don't waste a day.

For more information about this, or any other service of the Migrant Education program, please contact:

OUTREACH WORKER _____

TELEPHONE _____

Evening High School

in Minnesota

- Complete your school year
- Have your credits transferred
- Special English classes
- Career Exploration/Counselling

See your counselor for details

Minnesota/Texas Credit Exchange Program, Capitol Square, St. Paul, MN 55101
Funded under ECIA, Chapter 1, Migrant Education 73

STATE OF MINNESOTA

MIGRANT EVENING SECONDARY PROGRAM SITES

SUMMER, 1984

DISTRICT	SCHOOL SITE	SITE DIRECTOR & TELEPHONE #	DATES OF OPERATION	*TRANSPORTATION	FOOD	CLASSES OFFERED
Argyle Crookston Grand Forks	Grand Forks Public Schools Grand Forks, N. Dakota 56721	Quinn Brunson (701) 775-9612	June 4 to July 20, 1984 M, T, Th 6:30-9:30 p.m.	Yes	Yes	English; Math; Social Studies; GED
Argyle Kennedy	Kennedy Public Schools, Kennedy, Minn. 56733	Lewis Deere (218) 674-4136	June 4 to July 13, 1984 M, T, W, Th 6:30-9:30 p.m.	Yes	Yes	English, Math; ESL; Vocational Shop
Barnesville Moorhead	Moorhead Public Schools, Moorhead, Minn. 56560	Norm Felde (218) 236-6400	June 4 to July 20, 1984 M, T, W, Th 6:30-9:30 p.m.	Yes	Yes	English; Math; ESL; Junior High Day Program; Computer Instruction
Bird Island Renville	Bird Island Public Schools, Bird Island, Minn. 55310	Sharon Severson (612) 365-3551	June 4 to July 13, 1984 M, T, Th 6:30-9:30 p.m.	Yes	No	English; Math; Drivers Education; Career Counseling
Blooming Prairie Owatonna	Owatonna Public Schools, Owatonna, Minn. 55060	Paul Molstre or Cherry Swartz (507) 451-9513	May 14 to July 13, 1984 M, T, W, Th 6:30-9:30 p.m.	Yes	Yes	ESL; English; Math; Career Awareness/ Job Skills; GED; Career Counseling
Breckenridge	Breckenridge Public Schools, Breckenridge, Minn. 56520	Marvin Aarons (612) 643-6681	June 4 to July 20, 1984 M, T, W, Th 6:30-9:30 p.m.	Yes	Yes	English; Math; Science; Career Awareness/Job Skills
Campbell-Tintah	Campbell-Tintah Public Schools, Campbell, Minn. 56522	Allen Kvidt (218) 369-2143	June 4 to July 20, 1984 M, T, W 6:30-9:30 p.m.	Yes	Yes	English; Math; Career Awareness/ Job Skills
Halstad	Halstad Public Schools, Halstad, Minn. 56548	Ron Gotteberg (218) 456-2151	June 4 to July 20, 1984 M, T, W 6:30-9:30 p.m.	Yes	Yes	Math; English; Junior High Day Program; Career Counseling
Montevideo	Montevideo Public Schools, Montevideo, Minn. 56265	Lynn Steenblock (612) 269-8833	June 4 to July 13, 1984 M, T, Th 6:30-9:30 p.m.	Yes	No	English; Math; Social Studies; Driver's Education; Career Counseling; Junior High Day Program

* Transportation - Transportation to and from evening programs will be provided, regardless of whether a local project has an evening component.

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APPENDIX H

The St. Cloud Visitor

VOLUME LXXII NUMBER 10 THURSDAY, JULY 19, 1984

Growing up migrant

A Mexican-American toddler enjoys a lunch of Italian spaghetti in a federally-funded day care program while her family battles weeds, mosquitoes and mud in the sugar beet fields surrounding Breckenridge. Educational opportunities at the local schools make the summer months productive for migrant children who are too young to work in the fields, and parents are increasingly inclined to invest their earnings in further education for their children so that the annual pilgrimage from Texas becomes unnecessary in future generations. For story and photo feature on "Growing Up Migrant", turn to pages 12 and 13 of this week's *Visitor*. (SCV Photo by S.N. Bauer)

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Migrant school welcomes traveling kids

By Katy Read
Times Staff Writer

"Bienvenidos a la Crookston Migrant School," begins the right-hand column of the newsletter, with the English version, "Welcome to the Crookston Migrant School," on the left.

Sixty-three migrant families, all but two from Texas, have enrolled their 184 children in the Crookston Migrant School, a federally funded summer school that aims to provide the children of migrant workers a chance to catch up on their education.

"We provide a learning experience for youngsters that might somehow miss some schooling because their parents are migrants," said Norm Arneson, principal of Washington and Lincoln Schools, who directs the program during the summer.

Without the migrant school, the children's traveling might allow them to fall as much as a couple of years behind their non-migrant peers, Arneson said.

The school also provides "some learning experiences for the smaller people, who would otherwise be at home unsupervised" while their parents are at work in the fields, he said.

From 8 a.m. to 4:30 p.m. each day at Lincoln School, children take classes in reading, math, oral language, library, music, physical education, careers, child protection and Hispanic culture, according to Resource Teacher Jerry Knutson. They also have a chance to take swimming lessons and religious education.

The lessons aren't all hard work — career studies, for example, are bolstered by field trips to various work sites and classroom talks by "everyone who goes by the door," about their work, said teacher Lee Trontvedt.

In oral language, the children practice interviewing, talking in class, describing things, playing question-and-answer games. The language used is English, though in Hispanic culture the children also have a chance to speak Spanish.

Though most of the children, by the time they're nine or ten years old, speak English, many of the younger kids know only Spanish, according to Outreach Worker Carlos Moreno. Several of the teachers' aides are bilingual.

Teachers' aide Marcelle Campoverde works with Gilbert Cardova in a pre-test for the child-protection program.

In Hispanic Culture, the children learn history, holidays and other aspects of Mexican-American culture.

Child protection classes teach the students how to recognize and respond to child abuse. The program, new this year, was launched by Donna Gort and Mavis LaChance of Project Safe Inc., and is being continued through a state-sponsored program.

Other special activities include field trips, a visit to the Polk County Fair, a library reading program, and a school fiesta. The fiesta, scheduled for July 18, will also recognize Delores Burkhard, former nurse for the migrant school.

The program for children younger than school age is divided into programs for infants, toddlers and Headstart kids. This year, a pilot program integrates non-migrant children who participate in the Tri-Valley Opportunity Council's Headstart program throughout the year with migrant kids.

"It's part of an idea they thought the integration would allow children to learn some things from each other," said Preschool Supervisor Wayne Kuklinski. The migrant children, for instance, can sharpen their English skills, while the Headstart children can learn about another culture.

"Many (of the migrants) come from a community that's 95 percent Mexican. The community around here tends to be fairly homogenous," he said.

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Short-term 4-H club for migrant children organized here

There are some cases where the conventional 4-H club that meets once a month and works on projects all year just is not workable. This was the case this spring when county extension personnel were asked if the 4-H program had anything to offer the migrant children. Kennedy School has a migrant school program for six weeks beginning June 1st and lasting until the middle of July.

A search through information from the University of Minnesota produced a pamphlet entitled "Ideas for Short Term 4-H Programs." After gathering the materials together, Doris Tibbetts, Extension 4-H Program Assistant met with LuAnn Hennum, a teacher's aide at the Migrant School, and they planned the type of 4-H club that might work for these migrant children.

They used the same records and pamphlets all other 4-H'ers use, but were careful to select projects that could be completed in a short period of time like foods, entomology, shop, arts and crafts, and child care.

The teachers at Migrant School were this club's 4-H leaders. They met twice a week for six weeks, so their meeting time was the same as for a regular club that meets once a month all year. They organized a club and the name they chose was "Estrella Del Norte" which means Star of the North. They also elected officers which was quite an education in itself as many of these children have not had the opportunity to belong to any organized club before so they made posters and campaigned for officers.

They held regular meetings and conducted business like any other 4-H club and had project meetings with the teachers acting as project leaders.

They made coat racks in shop under the supervision of their leader, Terry Berg; they baked cake and cookies under LuAnn Hennum and Gail Larson's direction; they made babysitting posters and booklets; and they caught bugs for their entomology project with Ken Peterson's supervision.

These young 4-H'ers then exhibited their projects at the county fair. You should have seen the excitement as they entered exhibits for the first time, telling the judges what they had learned, and learning from the judges what they had not done just right.

Their club put up a booth at the fair, also, showing what 4-H meant to them. The next experience came when they received their premium check; each 4-H'er getting their own check. Some of them had never received or cashed a check before. Then the club received a premium check for the prize they won on their booth so a big decision had to be made as to what to do with this money. They voted to put it in the bank to draw interest so whoever comes back next year would have funds to help operate their 4-H club.

Erlyce Larson, curriculum coordinator for migrant school, exclaimed that this experience was priceless. A one-day Day Camp for this short term club was also conducted as they would be gone by the time the regular three day Day Camp would be held. The 4-H'ers enjoyed the camp even though it rained all day.

Some of the junior leaders worked as counselors for the Day Camp. They were Jennifer Hilde, Tammy Swenson, and John Nyegaard.

They played games and taught them songs. George Davis from the DNR at Karlstad talked to the 4-H'ers about wildlife in northern Minnesota and Curtis Nyegaard taught a lesson on plants and nature after which they all went out to the Roger Thompson farm to see the many animals.

The migrant children were very receptive to the 4-H program and plan to pick up their club next summer where they left off this July.

ALBERTO ORTIZ, a member of the new short-term 4-H Club "Estrella Del Norte" (Star of the North) exhibited a pinata in the 4-H arts and crafts project at the Kittson County Fair in July. (Kittson Co. 4-H Photo)

KITTSON COUNTY ENTERPRISE
Hallock, Minn. 56728

PAGE THREE
Wednesday, August 22, 1984

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Tutoring program provides help for migrant students

BY JOAN PLANTE
T-M Staff Writer

The students in Elizabeth Norgaard's migrant education tutorial program at St. Mary's Catholic School in Madelia may teach her something, too.

When representatives from the State Department of Education visited the school to observe the program, they suggested that since Norgaard doesn't speak Spanish, perhaps her four young Hispanic students could teach her one new word of Spanish every day.

Norgaard and her students do not face a language barrier since all of the students speak English.

"MANY MIGRANT CHILDREN need a lot of help in English...these do not," she said of the four students she tutors. "But I do a lot of work with them in oral English skills."

The four students come from Madelia families who qualify as former migrants—families who have moved to seek employment in agricultural work within the past five years. None of the families are current migrants—those who have moved within the last five months.

The youngest students, Vicente Garibay, age 5, attends pre-kindergarten at Madelia Elementary School. The others, Ricky Martinez, 7, Jorge Garibay, 7, and Jose Garibay, 8, attend St. Mary's.

The program was established to provide special help to the children of migrant families. Because they are often moved from one school to the next, they sometimes fall behind in basic skills in English and other areas. The special tutorial help is intended to give them an extra "boost."

LAST YEAR, THERE were about six students at St. Mary's who moved in during the year who would have qualified as current migrants. At that time the administration at St. Mary's decided to apply for the Title I grant to start the program. St. Mary's Principal Sister Elaine Guerber asked public school Supt. Deane Antoine if the Madelia School District would act as the fiscal agent for the program. The Madelia School Board gave its approval to the request at its August meeting. The grant, in the amount of $3,370, has been approved but not yet received, Antoine said.

This summer, the six migrant children who needed some additional help moved out of Madelia with their families. The school decided to go ahead with the program this fall anyway, and received permission from the state to do so with the four students who qualified as former migrants.

ELIZABETH NORGAARD tutors [from left] Ricky Martinez, 7, Jorge Garibay, 7, and Jose Garibay, 8, each morning at St. Mary's Catholic School. The students are participants in the Migrant Educational Tutorial Program. Not pictured is 5-year-old Vicente Garibay. [Photo by Joan Plante]

Norgaard attended a workshop for migrant tutors at St. Paul in August. She noted that many of the people who are involved in the program are themselves former migrants.

"The St. Paul School District probably has the largest number of migrant students in the state," she noted, adding that many Hmong children qualify as migrants.

NORGAARD EXPLAINED that she is considered a teacher's aide in the program and therefore works under the classroom teachers at St. Mary's. Most of the time the teachers send work from class with the migrant students for the one-to-one tutoring with Norgaard. The students meet with her daily either for 30 minutes or an hour, in a corner of the St. Mary's gym.

The families of the four Madelia migrant students are now considered to be "settled out," Norgaard explained, since they have remained in Madelia and some of the adults have found work in other areas besides agriculture. The will, however, qualify for the migrant program up to five years after their last move for farm work.

It is not unusual for migrant families to move to one town in June and move out again in October, Norgaard explained. Since the migrant program was started, however, some improvements have been made to help their education. Now when a migrant student leaves the school, a form is filled out by the tutor and sent to Little Rock, Ark., to be filed in a computer.

"The information follows the child so teachers at the next school can get his records and find out where he left off at the last school," Norgaard pointed out.

IF THERE IS a need for the program and funds are available, Sister Elaine would like to see it continue, she said. The state Department of Education must approve the program every year.

The experience of being a tutor and working on a one-to-one basis with students is new to Norgaard and she is finding it very rewarding.

"I'm really enjoying getting to know the staff at St. Mary's and getting to know my students," she said. "It's very rewarding to work on a one-to-one basis...I'm used to working with groups."

As for that new Spanish word she is supposed to learn each day, Norgaard admits that the busy schedule of the program hasn't always allowed time for her "Spanish lesson."

"But we'll have to work on that," she vowed.

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